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Volume 7 Number 9

ERIC

research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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Volume 7 Number 9 September 1972

Research in Education

ED 062 581–063 517

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**
Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.
The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 062 581 AA 000 995

Miller, Melvin Dee Budke, Wesley Eugene

Job Placement and Followup of Secondary School Vocational Education Students. PREP-32.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—PREP-32

Pub Date Jul 70

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Bibliographies, *Followup Studies, Information Dissemination, Interviews, *Job Placement, Objectives, Program Evaluation, *Secondary School Students, Standards, Student Ability, *Teacher Education, Teacher Role, *Vocational Education

Identifiers—PREP, *Putting Research into Educational Practice

A discussion of the need for bringing vocational education programs to their logical conclusion is presented. The point is made that most students in such programs have as their major objective the obtaining of a job or of a better job. It is suggested that each secondary school serve as an employment agency and that the job placement coordinator serve as an administrator and coordinator, a consultant, and an educator. Criteria for judging the job placement process include: student ability to participate in job interviews, adequacy of student resumes, student ability to complete application forms, the matching of student referrals to job needs, and the coordination and scheduling of interviews. It is suggested that followup of vocational students be an integral part of every program in order to: (1) provide job placement and competency information, (2) provide descriptive and job training information, and (3) provide other sorts of job-related information. The point is also made that vocational teachers must be educated for duties as vocational teacher and counselor. Teachers must be able to assist students in job application procedures and be able to assess student competencies in relation to existing jobs. A selected bibliography is included. Appendices A through N contain various forms. (CK)

ED 062 582 AA 000 996

Helgeson, Stanley L. And Others

Environmental Education Programs and Materials. PREP-33.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—PREP-33

Pub Date 72

Note—105p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat. No. HE5.212:12088, $1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Case Studies, *Curriculum Design, Elementary School Curriculum, *Environmental Education, Federal Programs, *Instructional Materials, *Physical Environment, *Program Descriptions, Program Planning, Research, Resource Guides, Rural Environment, Urban Environment, Urban Schools

Identifiers—PREP, *Putting Research into Educational Practice

Information concerning programs and materials for environmental education is provided. In the report, environmental education is defined as: ". . . the educational process dealing with man's relationship with his natural and manmade surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment." Generalizations are made from research regarding learners, instructional materials, facilities, and program organization. Brief descriptions and summaries are given of selected existing programs and materials in terms of general characteristics. In addition, examples of current urban environmental problems are provided, and recommendations related to needed environmental education programs are made. Materials evaluated as useful for elementary and secondary school programs in urban areas are listed. Problems shared by a number of environmental education programs are discussed, and programs, curriculums, and materials are recommended. Five case studies are provided as descriptions of procedures followed in developing and implementing environmental education programs. The remainder of the report is comprised of brief descriptions of selected environmental education programs, projects, and materials considered of value in program development and implementation in schools. Names and addresses are given of governmental agencies that have programs relating to the environment and are information sources. References to environmental material included in current issues of RIE and CIJE are provided. Ordering information for PREP Reports is given. (DB)

ED 062 583 AA 000 997

Co-operative Educational Abstracting Service (CEAS). [Abstract Series No. 4, 1971, Abstracts 69-102.]

International Bureau of Education, Geneva (Switzerland).

Report No—CEAS-69 to 102

Pub Date Dec 71

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Abstracts, *Bibliographies, *Education, *Educational Research, English, *International Education

This document is a compilation of 34 English-language abstracts of documents concerning various aspects of education in Argentina, Australia, Bulgaria, Cuba, Denmark, Norway, United Arab Republic, United Kingdom, United States, and West Germany. The abstracts are informative in nature and are each approximately 1,500 words long. They are based on documents submitted by each nation to the International Bureau of Education as representative of their best and most substantial work in the field of education. For documents not written in English, the titles and institutions appear in both translation and transliteration. Series number 4 was initiated in 1971; additions are published quarterly. (For earlier abstracts in this series, see ED 060 227.) (WTB)

ED 062 584 AA 000 998

Hamblin, Robert L. And Others

The Humanization Processes: A Social, Behavioral Analysis of Children's Problems.

Pub Date 71

Note—305p.; Wiley Series on Psychological Disorders

Available from—Wiley-Interscience, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (no price given)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Aggression, Anti Social Behavior, *Autism, *Behavioral Science Research, Behavior Change, *Behavior Problems, Case Studies, Child Development, *Child Psychology, Disadvantaged Youth, Human Engineering, Language Development, Learning Theories, Reading Instruction, Reinforcement, Remedial Programs, *Social Development

Identifiers—CEMREL, *Central Midwestern Regional Educational Lab

Research and development work performed by the authors as employees of the Central Midwestern Regional Educational Laboratory is treated in this book concerning the acculturation processes through which children develop the essential human characteristics, in particular, the humane processes of humanization. The 10 chapters of the book are: 1. Introduction; 2. The Young Child; 3. Inner-City Children; 4. Inner-City Classes: Problems and Procedures; 5. The Hyperagressive Child; 6. Two Aggressive Lives; 7.

The Autistic Child: An Introduction; 8. Autism: Its Remediation; 9. Infantile Autism: A Case Study in Remediation; and 10. Theoretical Conclusions. The two appendixes to the book present The Mathematical Properties of Learning Curves and References. An author and a subject index is provided. (DB)

ED 062 585 24 AA 000 999
McClelland, Dave C. Alschuler, Alfred S.
Achievement Motivation Development Project. Final Report.
Harvard Univ., Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1231
Pub Date Apr 71
Grant—OEG-0-8-071231-1747
Note—340p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Academic Achievement, *Behavior Change, Course Content, Effective Teaching, Environmental Influences, *Goal Orientation, Grades (Scholastic), *High School Students, Individual Differences, Manuals, *Motivation, Motivation Techniques, Questionnaires, Teacher Education
Identifiers—*Harvard University, Massachusetts, Missouri, Washington University
Two efforts were made to develop achievement motivation in school children and to observe the effect of such training on their behavior in and out of school. These studies were undertaken because: (1) Achievement motivation might help children think more seriously about their work habits and career planning; (2) It might improve the grades of potential dropouts; and (3) Attempts at direct motivation might be an educative effort in itself. The two groups sponsoring these efforts were the Harvard University and the St. Louis group at Washington University. No very convincing evidence is provided by the Harvard studies which shows that achievement motivation improves grades. Results reported by the St. Louis group include: (1) improvement in science and math performance in the year after the training, (2) larger gains for pupils coming from a high school containing a high proportion of minority groups, and (3) more effective training for teachers when it is spread over the entire year. Training effectiveness varied according to age and maturity, sex, subject matter and classroom structure. A manual detailing techniques of motivation was produced. Two questionnaires on the effects of organizational climate on motivation were also distributed. The overall conclusion is that achievement motivation training courses improve classroom and life management skills. Curriculum materials developed from this is research available from Education Ventures, Inc. (See ED 053 481 & ED 054 997). (Author/CK)

AC

ED 062 586 AC 012 515
Kirchner, Carl J., Ed.
Project DAWN, 1970; A Report of Project DAWN and Its Four Follow-Up Meetings.
San Fernando Valley State Coll., Northridge, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-0-70-3459(323)
Note—189p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, Aurally Handicapped, Community Programs, *Deaf Education, *Leadership Training, Motivation Techniques, Paraprofessional School Personnel, Participant Involvement, *Program Development, *Regional Programs, Special Education, Workshops
Identifiers—*Project DAWN
The activities, speeches, and reports of the participants and lecturers of Project DAWN (Deaf Adults With Need) during 1970 are presented. Project DAWN is designed to: (1) work with Adult Basic Education leaders in establishing programs applicable, attractive, and useful to the deaf community; and (2) motivate and help the deaf adult to take full advantage of these programs. The program covers a four-week period of intensive work in the following areas: (1) Community Leadership; (2) Philosophy, Organization and Administration of Adult Education Programs; and (4) Lecture Series Regarding Various Aspects and Problems of Deafness, Organization of Programs and Leadership. The 24 participants in the 1970 program came from 17 states. Four regional follow-up meetings were held in Wichita, Kansas, San Francisco, California, Chicago, Illinois, and New York City. The participants in Project DAWN and in the regional meetings are listed. (DB)

ED 062 587 AC 012 524
The Waterfront is for Living and Learning.
Community Planning Association of Canada.; Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Attitudes, Change Agents, *Citizen Participation, *Learning Activities, Objectives, *Pilot Projects, *Urban Areas, *Workshops
Identifiers—Canada, Toronto, *Waterfront
A workshop concerned with citizen participation in the affairs of a city is discussed. The workshop, held on the waterfront in Toronto, was a pilot project. An underlying objective of the workshop was to lead its participants to a more personal and informed attitude toward life in a large urban community. This document is divided into two parts: Setting the Stage and The Discussion. Five appendixes present the following: A. Program, B. Participants, C. "Introduction to Waterfront Slide Show" by R. John Bower, D. What Is the Community Planning Association of Canada?, and E. Discussion Highlights. (CK)

ED 062 588 AC 012 537
H. R. 13581. A Bill to Provide for the Creation of the National Fire Academy, and for Other Purposes.
Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.
Pub Date 6 Mar 72
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Legislation, Federal Government, *Fire Protection, Motivation, *Objectives, Organization, Research, *Safety Education, School Planning, *Schools, Seminars
A bill providing for the creation of a National Fire Academy in order to provide for and encourage training, education, and research and development is discussed. Specific objectives of the bill include: (1) To provide a working knowledge and an understanding of the current problems and difficulties, both administrative and operational, with respect to the fire services, (2) To create an active interest among eligible individuals in the career of firefighting, and in related areas, including the administration of fire protection organizations, (3) To provide a program of continuing education for individuals seeking to further their skills and abilities in the areas of firefighting and administration of fire protection organizations, and (4) To explore with fire departments, related agencies, and professional firefighting organizations, ways in which the National Bureau of Standards and the National Fire Academy can stimulate discussion, conferences, seminars, specialized courses and research to best serve the needs of the country to provide effective fire prevention. (Author/CK)

ED 062 589 AC 012 539
Comprehensive Adult Learning and Counseling Center.
Laramie County Community Coll., Cheyenne, Wyo.
Pub Date 1 Nov 71
Grant—OEG-0-71-4402(324)
Note—32p.; Bimonthly report
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Counseling Services, Curriculum Design, *Educational Facilities, *Learning Activities, *Models, Personnel, Projects, Recruitment
The activities of an adult learning and counseling center are discussed. The project undertaken by the center is located in a model cities area. The following information is given: schedule background of personnel, summary of recruitment activities, student composition, curriculum design, sample counseling plan, advisory council composition, and a discussion of the demonstration phase. (CK)

ED 062 590 AC 012 540
Fry, Ronald R., Ed.
Work Evaluation: An Annotated Bibliography 1947-1970.
Stout State Univ., Menomonie, Wis.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jul 71
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Educational Innovation, *Measurement Instruments, Objectives, *Personnel Evaluation, Research
A bibliography containing 403 annotations of articles, speeches, and publications related to work as an evaluation tool is presented. The objective of this publication is to shed some light on the problem of current awareness of new developments, research, and innovations in the field of work evaluation. The annotations are descriptive. (CK)

ED 062 591 AC 012 545
Personal and Family Survival. Civil Defense Adult Education Course Student Manual.
Office of Civil Defense (DOD), Washington, D.C.
Report No—SM-3-11
Pub Date Jun 66
Note—127p.; Revised Edition
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Civil Defense, *Fallout Shelters, *Manuals, Planning, *Reference Materials, Safety
A manual providing general orientation on the subject of United States civil defense is presented. It can serve as a home reference and as a tool for an adult education class. The nine chapters are: U.S. Civil Defense, Modern Weapons and Radioactive Fallout, Public Fallout Shelters, Fallout Shelter Occupancy, Fallout Protection at Home, Community Shelter Planning, Preparing for Emergency Operations, Emergence from Shelters and Recovery, and Survival on the Farm. The appendix contains an outline for family emergency planning. (CK)

ED 062 592 AC 012 546
Personal and Family Survival. Civil Defense Adult Education; Teacher's Manual.
Office of Civil Defense (DOD), Washington, D.C.
Report No—IG-3-11
Pub Date Mar 72
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, Civil Defense, Community Programs, *Course Content, *Fallout Shelters, *Manuals, National Programs, Safety, Teachers
A manual intended as an instructor's aid in presenting a Civil Defense Adult Education Course is presented. It contains 10 lesson plans: Course Introduction, Modern Weapons and Radioactive Fallout (Effects), Modern Weapons and Radioactive Fallout (Protection), National Civil Defense Program, National Shelter Program (Community Shelters), National Shelter Program (Home Shelters), Local Civil Defense and Community Shelter Plans, Survival on the Farm, Individual and Family Preparedness for Shelter Living, and Emergence from Shelters. (CK)

ED 062 593 AC 012 547
Support Assistants for Fire Emergencies; Student Manual, Part A. Firefighting for Civil Defense Emergencies.
International Association of Fire Chiefs, New York, N.Y.
Spons Agency—Office of Civil Defense (DOD), Washington, D.C.
Report No—SM-9-2A
Pub Date Jul 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Behavior Standards, *Civil Defense, Concept Teaching, Discipline, Educational Programs, Emergency Programs, Emergency Squad Personnel, Fallout Shelters, *Firefighters, *Fire Protection, *Manuals, Organization, Role Perception, Safety Education, Service Occupations
A manual intended to help fire departments and Civil Defense organizations train people to support regular fire forces during a national emergency is presented. It contains 11 chapters: Introduction, Modern Weapons and Radioactive Fallout, Role of Fire Service in Civil Defense, Local Fire Department Organization, Role of Support Assistants in Civil Defense Fire Emer-

gencies, Discipline and the Firefighter, Basic Concepts of Fire Behavior, Techniques of Fire Prevention and Fire Limitation, Fundamentals of Fire Suppression, Elementary Firefighting Techniques, and Shelter Duties. (CK)

ED 062 594 AC 012 548
Support Assistants for Fire Emergencies; Student Manual, Part B. Firefighting for Civil Defense Emergencies.
International Association of Fire Chiefs, New York, N.Y.
Spons Agency—Office of Civil Defense (DOD), Washington, D.C.
Report No—SM-9-2B
Pub Date Jul 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Behavior Standards, *Civil Defense, Cognitive Processes, *Course Content, Educational Programs, Emergency Programs, *Fire Protection, *Manuals, Objectives, Service Occupations, *Skill Development, Students, Task Performance

A course designed to develop performance capabilities in the student of the fire service is presented in a manual. Each chapter is designed to give the student a basic understanding of the material covered in class. Specific objectives are: (1) To train "Support Assistant" B personnel to augment and assist firefighters, (2) To train personnel to instruct in emergency procedures, and (3) To train emergency firefighting personnel to supervise untrained people in the suppression of fires and the use of firefighting equipment and other resources. There are 15 chapters: Introduction, Alert and Fire Operations Plan, Fire Behavior, Ventilation, Forcible Entry, Ropes and Knots, Operating Characteristics of Portable Extinguishers, Hose and Hose Practices, Ladders, Protective Breathing Equipment, Hose Streams, Overhauling, Emergency Water Supplies, Pumping, and Rescue Under Fire Conditions. (Author/CK)

ED 062 595 AC 012 549
White, Thurman J.
Higher Adult Education in North America.
Pub Date Jan 72
Note—32p.; Prepared for ICUAE/UNESCO Book
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Attitudes, Colleges, Degrees (Titles), Educational Change, *Educational Development, Educational Innovation, *Financial Support, *Higher Education, Methods, Organization, Post Secondary Education, Professional Continuing Education, *Public Opinion, Response Mode, Social Problems, Universities
Identifiers—*North America

A history of the development of higher adult education in the United States and Canada is presented. The point is made that higher education in North America includes a variety of post-high school institutions, including universities, senior colleges, junior colleges, community colleges, technical institutes and professional schools. A study of the organizational structure of the National University Extension Association (NUEA) reveals the pattern of the historical evolution of higher adult education. At the time of organization the emphasis was on methods of extension, primarily classes and correspondence study. Now the structure not only continues to recognize the common concerns for methodology but has expanded to provide for sharing concerns in program content, e.g., social problems, professional continuing education. It is stated that the most distinctly innovative expansions in higher adult education have occurred since World War II. Two are: (1) the development of residential centers for continuing education, and (2) the development of special degree programs for adults. Finally, it is pointed out that the universities in the 1970's face receding public support. Various possible responses to this lack of support are discussed. (Author/CK)

ED 062 596 AC 012 550
Knolle, Lawrence M. Nicely, Robert F., Jr.
Simulation in Adult Education.
Pub Date Apr 72
Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Business Education, Decision Making, Individual Development, Leadership Training, *Learning Experience, Models, Office Occupations Education, *Simulation, Skill Development, *Student Attitudes, Student Participation, Task Performance, *Teacher Attitudes, Teaching Techniques

Various simulations designed for adult learning experiences are described. A simulation is defined as "an operating model that displays processes over time and thus may develop dynamically." It is stated that this definition implies that the teacher can design a simulation that he can manage and then can increase its complexity. One simulation used focused on providing students with realistic experiences in dealing with varying kinds of office communications. A second simulation was of a detailed office procedure for processing a letter from its initial development to mailing. The third simulation involved the formation of two small companies which were in competition with each other. The teachers reported that the "office" simulations seemed easy to design and implement. The students were all actively involved in their learning and in making some decisions about the content of their learning. Individualization was accomplished in the simulations via student self-evaluation and self-selection from a variety of realistic office tasks. (Author/CK)

ED 062 597 AC 012 552
Position Paper.
National Association of Black Adult Educators.
Pub Date 69
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Educators, Change Agents, Changing Attitudes, Cultural Awareness, *Decision Making, Educational Programs, Federal Aid, Higher Education, Instructional Materials, Minority Groups, Negro Leadership, *Negro Organizations, *Objectives, Problem Solving, *Professional Associations, Program Evaluation, Projects, Racial Discrimination, Relevance (Education), Research, Social Action

A paper presenting the objectives of the National Association of Black Adult Educators is given. The association was formed to take action to seek and implement pragmatic solutions to the problem of the exclusion of blacks and other minorities from the decision making process in American society. Specific objectives include: (1) To provide a permanent organization for all Adult Educators in the United States of America, (2) To provide meaningful involvement of blacks in the activities of the major professional organizations, (3) To encourage the employment of blacks as directors and supervisors of Adult Education programs at national, state, and local levels, (4) To encourage the employment of blacks as deans, directors, and professors at the colleges and universities, (5) To design and implement quality ethnic oriented programs with special emphasis placed on reducing racial tension, promoting legal justice, and promoting cultural and economic awareness, (6) To design relevant training programs for teachers, administrators, paraprofessional and peer-teachers involved in projects dealing with minority group education, (7) To develop racial/ethnic curriculum materials, (8) To promote agreement with Federal Agencies to perform contract monitoring, evaluation, and research services on projects relating to minority education, and (9) To promote fellowship among members. (Author/CK)

ED 062 598 AC 012 553
External Study for Post-Secondary Students. A Brief Annotated Bibliography of Recent Publications.
College Entrance Examination Board, New York, N.Y.
Pub Date 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Annotated Bibliographies, *Degrees (Titles), Educational Innovation, Guidance, Home Study, *Literature Reviews, *Post Secondary Education, Reference Materials, Students

An annotated bibliography indicating basic references and illustrating the kinds of literature which is available in some fields of external study is presented. This bibliography is intended to assist institutions as they study and develop plans for non-traditional education. Approximately 150 entries are included. Eight categories of information are presented: Bibliographies, Reviews, Directories, Inventories, Innovation, Adult, Continuing Education; Correspondence, Home Study; Credit by Examination, Guidance; College Level Examination Program; and External Degree Program. (CK)

ED 062 599 AC 012 554
Adult Education in British Columbia.
British Columbia Univ., Vancouver.
Pub Date 71
Note—120p.
Journal Cit—Journal of Education; n18 p1-129 W 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *American Indians, Bibliographies, *Educational Programs, English (Second Language), Health Education, Medicine, Public Schools, Rehabilitation Programs, Rural Areas, University Extension
Identifiers—*British Columbia

Articles on existing programs of adult education operating outside of institutional sponsorship are presented. The articles about adult education classes for Indians and teaching English as a second language report developments in programs that have only recently been established, while articles on the Junior League, adult activities in the community centers of Vancouver, and rural adult education inventory existing program areas that have not been reported previously. The second section contains articles about public school adult programs, the extension activities of the University of Victoria, and the community colleges of B. C. The final section of articles reviews adult education in the health sciences as it has emerged in continuing medical education and as it may be needed in rehabilitation medicine. A chronology of the early history of adult education until 1914 and a working bibliography about adult education in British Columbia are also included. (Author/CK)

ED 062 600 AC 012 556
Interim Report. Commission on Vocational Education in Correctional Institutions.
Commission on Vocational Education in Correctional Institutions, Trenton, N.J.
Pub Date Nov 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Correctional Rehabilitation, Cost Effectiveness, Crime, Educational Programs, Job Placement, *Organizations (Groups), Problem Solving, Reading Achievement, *Reports, Skill Development, Social Problems, State Departments of Education, *Vocational Education
Identifiers—*New Jersey Correctional System

The problem of the increasing crime rate in the United States and the social problems causing and resulting from this increase as well as the correct way to treat criminals are discussed. The point is made that the cost of vocational training for inmates is far below the cost of imprisoning chronic offenders. In this report, the vocational training commission attempts to make suggestions for improvements and new directions in the New Jersey Correctional System. It is proposed that the Correctional Institutions be established as a school district under the State Department of Education. The following needs are listed: (1) a 12-month program of education, (2) rotation of inmates to maximize education opportunities, (3) week-end and evening classes, (4) specific credits against parole eligibility dates, (5) the utilization of ex-offenders in education and therapeutic programs, (6) viewing the teacher as an education specialist, (7) availability of college programs, (8) improvement of inmate reading level, (9) improved capabilities for testing, and (10) correspondence courses. It is concluded that vocational education and placement in meaningful jobs after release from prison are the best ways to rehabilitate criminal offenders. (Author/CK)

ED 062 601 AC 012 565
Roomkin, Myron
Evaluating Basic Education Programs for Adults: Some Conceptual and Methodological Problems.
Pub Date 7 Apr 72
Note—17p.; Paper presented to the Adult Education Research Conference (Chicago, Ill., April 7, 1972)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Conceptual Schemes, Cost Effectiveness, Economic Factors, Educational Programs, Employment, Experimental Programs, Females, *Methods, *Problem Solving, *Program Evaluation, Remedial Instruction, Research

Concern for the consequences of educational programs as well as their processes is the focus of this study. The point is made that most evaluations of basic education programs are inadequate for two reasons: (1) The economic aspects of remedial education for the disadvantaged are infrequently studied; and (2) Most evaluations are based on unsophisticated research designs. It is also pointed out that to society, the primary economic benefit of basic education programs is the increase in trainee earnings during the post-training period, which are directly attributable to remedial educational instruction. Three problems, however, which must be considered in measuring these benefits are: (1) Distinguishing between permanent and transient changes in earnings, (2) Married women with no need or desire to work, and (3) A worker who chooses to reduce his work effort. Possible evaluation designs include: the income equivalency approach, the before-and-after design, the quasi-experimental approach, and the true experiment. It is concluded that basic education programs should be designed to include an evaluation component as part of their normal administrative procedure. It is also concluded that the knowledge gained from evaluation should be funneled back into the program to produce more effective program operation. (Author/CK)

ED 062 602 AC 012 566
Dubin, Samuel S. George , John L.
Motivational Determinants for Adult Learning.
Pub Date Apr 72
Note—8p.; Paper presented at the Adult Educational Research Association Meeting (Chicago, Ill., April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Data Collection, Environmental Influences, *Goal Orientation, Interpersonal Competence, *Learning Activities, Organization, Peer Relationship, Problem Solving, *Professional Education, Questionnaires, Student Motivation, Supervisors, Time Factors (Learning)

A concern with the motivational behavior for keeping up-to-date, a learning process, is presented. The half-life of a professional's competence is described as the time after completion of professional training when, because of new developments, practicing professionals have become roughly half as competent as they were upon graduation to meet the dmnds of their profession. A questionnaire was developed that would enable practicing resource managers and scientists to supply as much information as possible on their updating needs. On the basis of 5,600 responses, five determiners of adult motivation were ranked by the natural resource managers in the following order: personal ambition and goals, on-the-job problem solving, organizational climate, discussion with colleagues, and supervisor. One of the principal recommendations emerging from the study is that managers should be spending one day a week or the equivalent in regularly scheduled study or training. (Author/CK)

ED 062 603 AC 012 567
Dubin, Samuel S.
New Developments in Continuing Education for the Professions.
Pub Date 2 May 72
Note—30p.; Paper presented at the National University Extension Association (Columbia, S. C., May 2, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Dentistry, *Educational Needs, Engineering, Evaluation Techniques, Innovation, Interviews, Knowledge Level, Management, Medicine, Motivation, Natural Resources, *Professional Occupations, *Program Evaluation, Psychology, Questionnaires, Research, Sciences, *Task Performance, Testing

The need of the professions to update is studied. It is pointed out that the half-life in a professional's competence is the point in time after the completion of training when he had become roughly half as competent as he was upon graduation. Obsolescence is defined as a reduction of efficiencies of performance over time. It has been found to exist when there is a discrepancy between job needs and managerial or professional capabilities as a result of innovation. It is stated that the motivational process at the adult and professional level is a major undeveloped area and one which continuing education should explore. Various methods of assessing competence include: testing, questionnaires, interviews. Research in continuing education has been found to be light in both quantity and quality. Continuing education approaches are studied in the following fields: medicine, natural resources, education, psychology, law, biological science, dentistry, management, engineering. (Author/CK)

ED 062 604 AC 012 570
A Question of Stewardship. A Study of the Federal Role in Higher Continuing Education.
National Advisory Council on Extension and Continuing Education.
Pub Date 31 Mar 72
Note—116p.; Sixth Annual Report
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, Advisory Committees, Case Studies (Education), Community Services, Data Collection, Educational Programs, *Federal Government, *Government Role, *Higher Education, Interagency Coordination, Organizations (Groups), Research, *Role Perception, Universities

The role of the Federal Government in Continuing Higher education is studied. The study contained three stages: (1) An identification was made and a description written of all those Federal programs that have a community service, extension or continuing education component that involves institutions of higher education; (2) A series of case studies was prepared on particular Federal programs which represented major areas of Federal support; and (3) Drawing on facts and information developed in the first two stages, a broad assessment was made of the Federal effort in extension, continuing education, and community service. The following activities are recommended: (1) To keep current the information assembled on the programs already identified and to record new program activities, (2) To establish more systematic liaison with other administrators of Office of Education programs, and (3) To study State plans, Title I projects, continuing education needs of women and prisoners, effects of federal programs on intra- and inter-university relationships, and quality control and consumer protection in higher continuing education. (Author/CK)

ED 062 605 AC 012 573
Hawkridge, David G.
A Summary of the Instructional System Used by the Open University in Great Britain in 1971.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Design, Educational Resources, *Effective Teaching, *Open Education, *Program Evaluation, *Teaching Techniques, *Universities
Identifiers—*Great Britain

The instructional system used by the Open University in Great Britain is discussed. This paper describes the system's characteristics and the major learning resources available to Open University students, and indicates how the course units in particular have been developed. The integration of these resources into an instructional system providing university education throughout the British Isles is outlined. Some details are provided of the steps being taken or being planned to evaluate the effectiveness of the system. (Author/CK)

ED 062 606 AC 012 574
Woodley, Katheryn K.
Investigation of Test-Wiseness among C. L. U. Candidates.
Pub Date Apr 72
Note—22p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cognitive Processes, *College Students, Control Groups, *Educational Research, Experimental Groups, Measurement Instruments, Objectives, Testing, *Test Results, *Test Wiseness

An attempt to help college students who felt that they understood the subject matter but couldn't pass the tests was made. For purposes of this study, test-wiseness (TW) is defined as a cognitive factor, one which is measurable and subject to change either through specific test experience or training in a test-taking strategy. The specific purpose was twofold: to gather empirical evidence about the level of test taking skills in the CLU population, and to develop an instructional program designed to improve these skills, if such a program were needed. In order to determine level of TW in the subjects studied, a test was constructed to measure selected-test-taking skills: (1) recognizing and eliminating similar options, (2) recognizing and eliminating absurd options, and (3) selecting an option which has a logical relationship with the stem. The students were divided into three groups: Program Experimental, Test Experimental, and Control. All were subject to pre-and post-testing. Because of the nature of the design of the present study, the norms for the CLU population on the TW Scale remain to be established. (Author/CK)

ED 062 607 AC 012 575
Krajnc, Ana And Others
The Measurement of Educational Values of Adults: A Cross-National Approach.
Pub Date Apr 72
Note—26p.; Paper presented at Adult Education Research Conference (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Adult Learning, Attitudes, *Cross Cultural Studies, Cultural Differences, *Educational Opportunities, Educational Research, Factor Analysis, Motivation, Readiness (Mental), *Social Differences, *Sociocultural Patterns, Values
Identifiers—Bosnia, Canada, Czechoslovakia, Index of Educational Values, Slovenia, United States

By concentrating on individuals' general approaches toward education, their attitudes concerning different aspects of education, and their motivation for education, we have constructed an "index of educational values." This index appeared to reflect very differently individuals' educational orientations as compared, simply, to the level of their formal schooling. Educational values and levels of education appear to relate very differently when we cross socio-cultural boundaries where unique historical developments have prevailed. Adults who live in societies with relatively high-step social crystalization seem to demonstrate their educational values according to their level of education. This means that the higher the education one has, the more one is motivated for additional adult education, and the higher are one's educational values. Those with very low levels of educational attainment have little chance to further their adult education. On the other hand, adults who live in a more open social atmosphere seem to accept more general educational values which are independent of social class and levels of formal educational attainment. Psychologically, they possess great potential for their continuing education. With their high educational values, they want to learn in one way or another, even via self-directed learning. (Author/DB)

ED 062 608 AC 012 576
Blaney, John P.
The Application of Formative and Summative Evaluation Techniques to Short Term Adult Education Courses.
Pub Date 72
Note—27p.; Paper presented at the 1972 Adult Education Research Conference (Chicago, Ill.); Adapted in part from "A Guide to Developing and Evaluating Instruction in Continuing Education: Basic Concepts and Procedures"
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, Course Content, Discussion Experience, *Evaluation Techniques, *Instructional Materials, Literature, Objectives, Problem Solving, *Program Evaluation, *Projects, Response Mode

This paper identifies a problem concerning the practice of adult education, and describes one person's response to that problem. The problem is the lack of systematic evaluation of instruction in the field of adult education, and, more particularly, the absence of sufficient evaluation litera-

ture that is both useful and practical to those who earn their living in continuing education. The response is a developmental project aimed at producing for practitioners a set of materials that can be used in developing and evaluating instruction. The nature of these materials and how some practitioners have been trained to use them are described. The object of the paper is to generate discussion about whether the identified problem is real and accurately described, and how this particular response to it, if adequate, might be improved. (Author/CK)

ED 062 609 AC 012 577

National Security Management Correspondence Course.

Industrial Coll. of the Armed Forces (DOD), Washington, D.C.

Pub Date [71]

Note—15p.; Information Booklet

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Colleges, *Correspondence Courses, *Course Content, Curriculum Design, Decision Making, *Economic Factors, Industry, *National Defense, National Programs, Objectives, Organization, Policy Formation, Program Administration, Role Perception, Social Factors, *Technology

Identifiers—*Industrial College, United States Defense Department

A course of study on the fundamental aspects of the areas of knowledge which are essential to effective management of national security is presented. The course presents the substance of the Industrial College resident curriculum adapted to the correspondence method of study. The subject matter is designed to impart knowledge and understanding of the economic and industrial aspects of national security and of the management of resources under all conditions in the context of both national and world affairs, with special emphasis given to the interrelated military, logistical, administrative, scientific, technological, political, and social factors affecting national security. The course material is organized into five integrated units of study: (1) Foundations, which presents a look at the role of the United States, in concert with other nations, in the world community; (2) The Resources Base for National Security, which appraises our available resources for achieving security; (3) Plans and Programs for National Readiness, which presents information relating to organizational factors and basic national policies concerning national security; (4) Defense Plans, Policies, and Decisionmaking, which introduces the student to the concepts, principles, and policies, which direct the management in the Department of Defense; and (5) The Management of Defense Programs, which deals with management in specific functional areas within the Department of Defense: research and development, procurement, production, and supply management. (Author/CK)

ED 062 610 AC 012 578

May, Judith V.

Citizen Participation: A Review of the Literature.

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 71

Note—82p.; Paper prepared for the Symposium on Decision-Making and Control in Health Care, revised; Exchange Bibliography No. 210-211

Available from—Council of Planning Librarians, Post Office Box 229, Monticello, Ill. 61856 ($8.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Citizen Participation, Group Dynamics, Health Services, *Literature Reviews, Organization, *Political Issues, *Power Structure, Program Administration, *Psychological Studies, Research, Social Factors

The issue of control by parties concerned of the process of health care for their families is discussed. A review of the literature is presented in which recent studies which identify some of the sociopsychological, strategic, and structural determinants of the rate at which citizens participate and their effectiveness is presented. A discussion of participation in politics and administration is presented separately. Part One discusses whether there is a relationship between the rate at which citizens participate in politics and their effectiveness. The way in which political structures affect the rate and effectiveness with which citizens participate is examined. Part Two describes how participation may be used to relate an individual to an organization and explores the conditions under which bureaucracies distribute benefits to particular groups. (Author/CK)

ED 062 611 AC 012 579

Proceedings of Institute on Behavior of Human Groups (May 19-23, 1969).

Maryland Univ., College Park. Center of Adult Education.; Maryland Univ., College Park. Cooperative Extension Service.

Pub Date May 69

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, *Behavioral Science Research, Bibliographies, *Group Behavior, *Institutes (Training Programs), Leadership Training, Learning Processes, Measurement Instruments, Planning, *Program Evaluation, *Teaching Methods

A discussion of human behavior is presented. The methods involved in planning the Institute, the teaching-learning process, and the experiences encountered by the participants are summarized. The document has three main parts. Part I contains lecture abstracts by invited speakers. Part II reviews the experiences of the Personal Interaction Encounter Seminar in sensitivity training. Part III is an evaluation of the Institute by both the coordinator and the participants. The Appendix contains a brief bibliography and the evaluation instruments. (Author/CK)

ED 062 612 AC 012 581

Neighborhood Conservation Program. Part I: Project Selection Criteria, Area Evaluation, Project Recommendations.

Urban Collaborative, Detroit, Mich.

Spons Agency—Michigan State Dept. of Social Services, Lansing.

Pub Date 29 Jun 71

Note—199p.; DSS Manual 13 (3-72)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conservation (Concept), Demonstration Projects, Housing Needs, *Neighborhood Improvement, Program Evaluation, *Projects, *Standards, State Agencies, Testing, *Urban Renewal

Identifiers—*Michigan State Housing Authority

This report deals with the elements of a neighborhood conservation program which will require the formulation of criteria for selecting a project area, the testing of those criteria in a particular location, and the definition of specific tasks within the project area. The projects described are intended to provide the Michigan State Housing Authority with sufficient information with which to embark upon its first conservation effort and to form the base upon which to formulate future conservation projects. (Author/CK)

ED 062 613 AC 012 582

More Words on Aging: Supplement--May 1971. A Bibliography of Selected 1968-1970 References.

Administration on Aging (DHEW), Washington, D.C.

Pub Date May 71

Note—101p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No. 1762-0040, $0.55)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Annotated Bibliographies, Economic Factors, Environmental Influences, *Guides, *Health Services, Indexes (Locaters), Medical Services, *Older Adults, Social Services

A document to assist persons who work in the field of aging is given. It is a current list covering the books, periodical articles, and pamphlets published in the years 1968 inclusive. It is divided into six main subject areas: Aging, Process of Aging, Economic Aspects of Aging, OASDHland Related Programs, Health and Medical Care, and Social and Environmental Services. An author index and subject index are included. Entries are annotated. (CK)

ED 062 614 AC 012 583

Caro, Paul W.

Transfer of Instrument Training and the Synthetic Flight Training System.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—HumRRO-PP-7-72

Pub Date Mar 72

Note—12p.; Paper presented at Fifth Naval Training Device Center and Industry Conference (Feb. 1972, Orlando, Fla.)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aircraft Pilots, *Educational Innovation, Equipment, Evaluation, *Flight Training, *Military Personnel, Officer Personnel, *Program Administration, Teaching Techniques, Testing, Test Results, *Transfer of Training, Values

Identifiers—*United States Army

One phase of an innovative flight training program, its development, and initial administration is described in this paper. The operational suitability test activities related to a determination of the transfer of instrument training value of the Army's Synthetic Flight Training System (SFTS) Device 2B24. Sixteen active Army members of an Officer Rotary Wing Aviator Course who had completed primary training and nine Instructor Pilots participated in the study. Instrument training was conducted in the SFTS on a proficiency basis. Aircraft checkrides were administered by independent evaluator personnel. Checkride times and grades showed that much of the training now conducted in aircraft could be conducted more efficiently on the ground. (Author)

ED 062 615 AC 012 584

Rogers, William C.

Global Decisions in U. S. Education: The Community.

Pub Date 72

Note—47p.

Available from—American Political Science Association, 1527 New Hampshire Avenue, N. W., Washington, D. C. 20036 ($1.50, set of four, $5.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Community Involvement, Course Content, Curriculum Design, *Decision Making, Educational Needs, *Educational Objectives, *Foreign Relations, Research, Social Influences, Standards, Values

World Affairs continuing education provides the focus of this study. The sections of the publication are as follows: I. What Is Continuing Education?; II. Trends in the Conceptualization of International Studies; III. Trends in Substantive Organization; IV. Trends in Substantive Noncurricular Organization; V. Intra- and Inter-Organization for Continuing Education in World Affairs; and VI. Resources (Human, Library, Financial). The four appendixes are: A. The World Affairs Council of Philadelphia--A Case Study of a Highly Successful Community World Affairs Organization; B. Nongovernmental Organizations in World Affairs Education: Current Interests and Capacities; C. Selected National Organizations in World Affairs; and D. Bibliography on Continuing Education in World Affairs. (CK)

ED 062 616 AC 012 585

Marien, Michael

Public Noneconomic Benefits of Higher Education. Working Draft.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No—WD-7206

Pub Date Mar 72

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Citizenship, Educational Economics, *Educational Opportunities, *Equal Education, General Education, *Higher Education, Job Skills, *Liberal Arts, Parent Influence, Social Discrimination, *Social Values, Volunteers, Welfare

The purpose of this memorandum is to outline and briefly discuss a variety of public noneconomic effects of higher education--i.e., social benefits and costs that do not involve specifically economic concerns. Appendix A briefly summarizes the data on private non-economic benefits, or the social consequences to the individual of attending college (from which various consequences to the public can, in part, be suggested). Appendix B discusses eight additional areas of possible benefit or disbenefit that are not included in the main body of the memorandum because of ambiguity as to their extent, permanence, and/or value. Appendix C raises four fundamental questions bearing on the question of

the social costs and benefits of higher education. The benefits discussed in this memorandum are as follows: (1) Benefits from Liberal Education--citizenship, parenthood, and volunteer services; (2) Benefits from All Higher Education--symbolic benefits, removal from the labor force, and other educational services. Disbenefits from "Credentialism" discussed are: Artificial demand for education; artificial restraints to learning; and artificial social classes. Higher education as a vehicle for attaining equity in our society is seen as having both benefits and disbenefits, with the middle class benefitting most. (Author/DB)

ED 062 617 AC 012 587

Thornton, Barbara

Gaming Techniques for City Planning: A Bibliography.

Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 71

Note—15p.; Exchange Bibliography No. 181

Available from—Council of Planning Librarians, P. O. Box 229, Monticello, Ill. 61856 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *City Planning, *Decision Making, *Game Theory, Program Administration, Simulation

A bibliography which attempts to pull together gaming literature from various fields for the use of city planners is presented. It contains samples from fields related to city planning, especially administration and education. It includes references to simulation, decision-making theory, etc. (Author/CK)

ED 062 618 AC 012 588

Akin, Joy

Selected Bibliography of Centrally Planned Social Change in the Soviet Union.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 70

Note—17p.; Exchange Bibliography No. 149

Available from—Council of Planning Librarians, P. O. Box 229, Monticello, Ill. 61856 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Change Agents, *Planning, Policy Formation, *Social Change, Social Planning

Identifiers—*Soviet Union

An annotated bibliography of the most significant and general sources available on central planning for social change in the Soviet Union is presented. This bibliography concentrates on sources dealing with planning and change and includes a few works on forces and institutions of change, such as education, collective farms, trade unions, etc., and some on specific time periods or policies. (Author/CK)

ED 062 619 AC 012 589

Rowan, Richard L. Northrup, Herbert R.

Educating the Employed Disadvantaged for Upgrading. A Report on Remedial Education Programs in the Paper Industry.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—R-18

Pub Date 72

Note—183p.; Industrial Research Reports; Miscellaneous Series

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Basic Education, Case Studies, Cultural Enrichment, *Disadvantaged Groups, Educational Programs, Employment Opportunities, Environmental Influences, Industry, *Job Training, Mathematics, Motivation, *Negroes, Objectives, Paper (Material), Programed Instruction, Reading Ability, *Remedial Instruction, Test Results, Unskilled Occupations

A study to determine the impact of adult basic education programs on the upward mobility of disadvantaged workers is presented. The paper industry was chosen for case analysis because of the nature of the upgrading problems, the vast adjustments required by the Civil Rights Act of 1964, and the fact that these ABE programs have been operational for several years. The programs studied were utilized by companies in an attempt to increase the potential for promotion of Negroes who were originally employed for unskilled jobs and consigned to permanent occupation of those jobs. The objective was to improve the educational qualifications of such employees so that they could handle jobs on progression lines or in maintenance. Results were: (1) The ABE programs promised more than they could deliver; and (2) The relation of training to promotion was neither brought out carefully beforehand nor demonstrated after the programs were in effect. The following points were also brought out: (1) Relatively few Negro disadvantaged workers completed the courses; (2) Those who completed the courses showed little improvement in arithmetic and virtually none in reading; (3) There was no relationship between the taking of courses, improvement in test scores, and job advancement; (4) The packaged courses disregarded the cultural characteristics of the trainees; (5) Programmed teaching methods were largely unsuccessful; and (6) The particular conditions and incentives were not such as to produce successful literacy training. (Author/CK)

ED 062 620 AC 012 590

Gran, James R.

A One-Year Follow-Up Study of the Forty-One Graduates Class of 1971 of the Jackson County Adult Evening High School Completion Program.

Jackson County Adult Evening High School Program, Iowa.

Pub Date May 72

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Career Change, *Evening Programs, *Followup Studies, *High School Graduates, Night Schools, *Program Evaluation, Promotion (Occupational), Student Attitudes, Teacher Attitudes, Test Results

A series of follow-up studies were conducted to evaluate the Jackson County Adult Evening School Program in terms of educational, social or personal, and/or financial benefits as measured by the graduates themselves. The studies supplement other teacher, student evaluations and pre-post test results. The results of all follow-up studies have shown a remarkable degree of consistency in responses both in percentage comparisons as well as content and direction. Conclusions include: (1) Age and sex need not be deterrent factors to adults desiring to complete their high school education; (2) The members of this class have many productive years ahead of them in which to repay the cost of their education; (3) The vast majority of these graduates remain within the same general area; (4) A significant number of job changes or promotions occur to those in the labor market within one year of graduation; and (5) All of the respondents of this class rated the quality of instruction as being either excellent, very good, or good. (Author/CK)

ED 062 621 AC 012 591

Grimes, Don M.

Adult Education and the Employability Training Philosophy.

California State Dept. of Education, Sacramento. Bureau of Adult Education.

Pub Date Feb 72

Note—7p.; Paper presented at the State Meeting of California Adult Educators Operating Work Incentive Training (WIN) Programs (Los Angeles, Calif., Feb. 22-23, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, *Adult Education, Decision Making, *Disadvantaged Groups, *Educational Philosophy, *Job Training, Motivation, Problem Solving, Teacher Role, Vocational Education

The question of how to educate the disadvantaged and with what subject matter is discussed. It is pointed out that two policy decisions by the California State Department of Human Resources Development indicate that this matter is of concern and relevant decisions have been made concerning it. General types of projects which have existed in the Work Incentive (WIN) Program are listed and analyzed according to advantages and disadvantages. These types include: pre-requisite program, parallel, concurrent, or coupled programs. It is proposed that a program be initiated in which the student enters directly into vocational training, and the basic education skills deficiencies are identified by the vocational teacher and are then remedied. It is concluded that the use of successful programs must be undertaken if the problem of the disadvantaged is to be overcome. (Author/CK)

ED 062 622 AC 012 599

Duhl, Leonard Schon, Donald A.

Deliberate Social Change in the City: List of Suggested Readings.

Council of Planning Librarians, Monticello, Ill.

Report No—Exch-Bibl-250

Pub Date Jan 72

Note—13p.

Available from—The Council of Planning Librarians, Post Office Box 229, Monticello, Illinois 61856 ($1.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Sciences, *Bibliographies, Books, Change Agents, *City Improvement, Community Planning, Institutions, Organization, Problem Solving, Program Development, *Resource Materials, *Social Change, Social Sciences, Systems Analysis, *Urban Areas

The suggested readings in this occasionally annotated bibliography concerning deliberate socialchange in the city are listed under five subject areas. These subject areas are as follows: I. The Scope of "Social Change"; II. Toward a Theory of Social Change; III. A. The Rational Problem Solving Process, B. Behavioral Approaches to Social Change; Functional Analysis, C. Social Change as Socio-Political Conflict, D. Systems Analysis and Institutional Factors in Change, E. Non-deliberate Approaches to Social Change; IV. A. Influencing the Emergence of Ideas in Good Currency, B. Effecting Shifts in Institutional Policy, C. Instituting Programs from a Central Administrative Base, D. Maneuvering Among Existing Institutions, E. Designing and Bringing into Being a New Institution, F. Changing an Existing Institutional System from Within, G. Changing an Existing Institutional System from Outside; and V. A. Description and Theory of Social Change, B. Nature of Social Change Processes, C. Interaction between the Change Agent and His Environment, D. Normative Questions: Values and Ethics. In addition, nine books that are recommended for purchase are listed. (DB)

ED 062 623 AC 012 600

Vaugrante, Christiane

Techniques for Analyzing Change in Literacy Rates and in the Number of Illiterates.

Regional Office for Education in Africa, Dakar (Senegal).

Pub Date Aug 70

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education Programs, Adult Literacy, Age, Data Analysis, Evaluation Techniques, *Functional Illiteracy, *Literacy, *Mathematical Models, *Measurement Techniques, National Programs, Program Planning, Statistical Analysis, Tables (Data)

Identifiers—*Senegal

The measurement of the evolution of illiteracy is the focus of this study. An elementary method for estimating the short-term evolution of the number of illiterates forms the subject of the first part of this analysis. This method is based on the demographic growth rate, the product of the school system and past trends. The second part is devoted to the examination of the evolution of the number of illiterates and of the rate of literacy in an attempt to arrive at coefficients which may facilitate the adoption of a literacy policy based more on rational than on empirical considerations. It is divided into two chapters, the first one relating to the evolution process of illiteracy. This evolution is influenced by the growth rate of the number of newly literate, the initial literacy rate, the rate of demographic growth, these various factors being taken together. The second chapter shows how to measure changes in the literacy rate and in the number of illiterates. Changes in the literacy rate depend on: the initial literacy rate; and the difference between the rate of increase of those made literate and the demographic growth rate. The number of illiterates diminishes when the rate of increase of those made literate is higher than the result of the demographic growth rate divided by the literacy rate of the previous year. (Author/DB)

ED 062 624 AC 012 601

Southeastern Region Adult Basic Education Staff Development Project. First Year Report, 1969-1970.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, College Programs, College Students, Graduate Study, Inservice Courses, Instructional Staff, Preservice Education, *Professional Continuing Education, *Regional Programs, Seminars, Special Education Teachers, *Staff Improvement, State Departments of Education, Supervisory Training, *Teacher Education, Teacher Educators, Universities, Workshops
Identifiers—Southern Regional Education Board, *Staff Development Project

In its first year of operation, the Staff Development Project of the Southern Regional Education Board (SREB) made dramatic quantitative gains in Adult Basic Education (ABE) teacher training throughout the Southeast. The following have been accomplished in Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee: 16 institutions of higher education participated in project activities; 13 of these colleges and universities established adult education divisions for the first time; 16 programs leading to master's sixth-year certificates and doctorates were added to six already existing, and 19 additional ones are planned; 29 full-time education faculty were employed by participating institutions; 16 graduate students actively participated in both university program activities and in providing in-service training to local ABE personnel; 61 graduate and undergraduate courses were added, and an additional 33 are planned; 2,971 students enrolled in credit courses offered by six universities on campus, off-campus, and by extension; 7,800 teachers attended courses, institutes, seminars, and workshops; 4,735 teachers and supervisors attended more than 118 seminars and workshops to begin regular in-service training for ABE personnel; 337 ABE classes and programs were visited by college and university staff; teacher trainer were established in two states; cooperative planning teams were instituted in two other states; all states assumed responsibility for developing on-going professional training plans; 400 staff members attended three regional seminars; 17 ABE teachers for the blind or visually handicapped were trained; and a 12 member research panel was established to evaluate the project. (Author/DB)

ED 062 625 AC 012 602
Voluntary Action Center Guidelines.
National Center for Voluntary Action, Washington, D.C.
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Action Programs (Community), *Community Programs, Counseling Services, *Guides, Human Services, National Organizations, Program Planning, *Voluntary Agencies, Volunteers, *Volunteer Training
Identifiers—*Voluntary Action Center

This booklet has been prepared to aid communities that wish to start Voluntary Action Centers. It is a digest of experience to date. The 10 questions answered in the booklet are as follows: (1) What is a Voluntary Action Center?; (2) What does a Voluntary Action Center do?; (3) Who can start a Voluntary Action Center?; (4) What is the usual process for starting a Voluntary Action Center?; (5) What is the relationship of the local center to other voluntary and volunteer-using agencies in the community? . . . and to local government?; (6) Who decides what the program of the local Voluntary Action Center will be?; (7) What is the operating structure of a Voluntary Action Center?; (8) What are the expenses involved in running a Voluntary Action Center?; (9) Does the National Center for Voluntary Action fund the local Centers?; and (10) What does the National Center do for the local centers? Brief descriptions of how Voluntary Action Centers have been started in Albany, N.Y., Albuquerque, New Mexico, Hartford, Connecticut, New York City, and Staunton, Virginia are available upon request to the National Center for Voluntary Action, 1735 Eye Street, N.W., Washington, D.C. 20006; the names and addresses of Directors of Voluntary Action Centers in various areas are available from the same source. (Author/DB)

ED 062 626 AC 012 603
Minority Participation in Kalamazoo's Apprenticeship Training Programs: Assessments and Recommendations.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Pub Date Dec 70
Note—71p.
Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (One copy without charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Apprenticeships, Industry, Job Skills, Labor Unions, *Minority Groups, *On the Job Training, Racial Attitudes, Recruitment, School Responsibility, Selection, *Technical Education, Testing, Vocational Counseling, *Vocational Education
Identifiers—*Kalamazoo, Michigan

Results of a study of apprenticeship programs, which provide related educational instruction, sponsored by the Kalamazoo Public Schools are presented. The study contains four sections. The first section includes a description of the nature of apprenticeship training, the role and status of apprenticeship training in Kalamazoo, and an analysis of current levels of minority participation. Information included in the second section pertains primarily to methods of recruiting apprentice candidates, entry requirements, and selection procedures for different trades in the Kalamazoo area. The barriers to increased minority participation are detailed in Section III. Assessments and recommendations are given in detail in Section IV. The central theme of the recommendations is the importance of security positive action by all groups associated in any manner with local apprenticeship training programs to increase minority participation in these programs. Recommendations that pertain to the school system's vocational education programs emphasize that the availability of quality vocational education programs can lead to increased employment and training opportunities for minorities in the apprenticeable trades, as well as to a wider range of alternative career opportunities for all students. (Author/DB)

ED 062 627 AC 012 604
Community Planning for Adult Training, Education and Employment. Summary Report.
Utah State Board of Education, Salt Lake City. Div. of Adult Education and Training.
Pub Date Aug 71
Note—164p.; Report on a combined Agency Workshop
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education Programs, *Community Programs, Employment Services, Leadership Training, *Program Planning, Questionnaires, Role Playing, Simulation, *Technical Education, *Workshops
Identifiers—*Utah

A training model called Microville was used in a workshop to acquaint community leaders with the basic decision-making processes and interests involved in coordinated program development and implementation for adult education, training and employment. Microville consumed the first day and one-half of the workshop schedule; the last three and one-half days of the workshop were devoted to community-wide planning and coordinating of adult education, training and employment. Part I of the report discusses the planning of the workshop, and Part II discusses the activities of the workshop. Four exhibits present the following: Microville, Workshop Schedule, Workshop Letter of Invitation, and Workshop Publicity. (DB)

ED 062 628 AC 012 607
Commission on Post-Secondary Education in Ontario--Draft Report.
Commission on Post Secondary Education in Canada.
Pub Date 72
Note—113p.
Available from—The Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada (free)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Capital Outlay (for Fixed Assets), *Educational Change, *Educational Finance, *Educational Needs, *Educational Planning, Enrollment Trends, Income, Manpower Development, Operating Expenses, *Post Secondary Education, Program Planning, Universities
Identifiers—Canada, *Ontario

Views and recommendations of the Commission on Post-Secondary Education of Ontario, Canada, related to meeting the needs of post-secondary education in the province during the next two decades are presented in this draft of the final report. The report discusses the aims and objectives of post-secondary education, the prospects for change, and instruments of implementation. A total of 72 recommendations is made. The five appendixes are as follows: A. Briefs Submitted to the Commission; B. Public Hearings of the Commission; C. Commission Studies; D. Statistics on Enrollment and Finance; and E. Analysis of Unit Income and Expenditure in Post-Secondary Education. (DB)

ED 062 629 AC 012 608
A Response to the Draft Report of the Commission on Post-Secondary Education in Ontario from the Department of Adult Education.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Apr 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Colleges, Continuous Learning, *Educational Finance, *Educational Needs, *Educational Planning, *Post Secondary Education, Staff Improvement, Teaching Quality, Universities
Identifiers—Canada, *Ontario

The recommendations of the Commission on Post-Secondary Education in Ontario, as contained in the Commission's draft report (see AC 012 607), are examined by the Ontario Department of Adult Education. Each of the Commission's 72 recommendations is listed with the Department's comments. The Department strongly recommends that the Ontario Government establish a special working or research group to iron out the inconsistencies and to explore those areas that need further clarification and amplification. (DB)

ED 062 630 AC 012 609
New Life Styles for Continuing Education.
Michigan State Univ., East Lansing. Continuing Education Service.
Pub Date 71
Note—86p.; Proceedings for 13th Conference for College and University Leaders in Continuing Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Colleges, *Continuous Learning, Educational Change, Industry, *Seminars, Speeches, *Universities

Major addresses presented at the 13th Seminar for College and University Leaders in Continuing Education are provided in these proceedings. The addresses are as follows: "Seminar Preview" by Russell J. Kleis; "Welcome" by Armand L. Hunter; "The Continuing Education University" by Charles E. Perry; "Major Problems Facing the University: Internal and External" by John E. Cantlon; "Undergraduates: New Life Styles for Lifelong Learning" by D. Gordon Rohman; "American Business--Partner with Professors" by Joseph H. Harless; "Community Cooperation and Involvement" by Robert C. Anderson; "Patterns of Change in the United States, Where Will We Be Ten Years from Now?" by George Hay Brown; "Continuing Education--The New Needs and People, a View from the Legislature" by Gerald A. Faverman; "A Foundation Executive Views the Future and Continuing Education" by Russell G. Mawby; and "Lifelong Education in the Pluralistic University" by Clifton R. Wharton, Jr. A Program Roster is provided. (DB)

ED 062 631 AC 012 610
Message from the President of the United States Transmitting the Fourth Annual Report of the National Advisory Council on Extension and Continuing Education. Higher Education Act.
Executive Office of the President, Washington, D.C.; National Advisory Council on Extension and Continuing Education.
Report No—House-Doc-91-407
Pub Date 16 Nov 70
Note—44p.; 91st Congress, 2d Session
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Advisory Committees, Annual Reports, *Community Service Programs, Educational Finance, *Extension

Education, Federal Aid, *Federal Legislation, Federal Programs, *Higher Education

The report and recommendations of the President's National Advisory Council on Extension and Continuing Education are provided in this Fourth Annual Report. The five recommendations of the Council are: (1) that Title I of the Higher Education Act of 1965 be reinstated as a line item in the President's budget for FY 1971 at a minimum level of $9.5 million; (2) that the past experience of Title I be reviewed to determine which programs have shown the greatest return for human and financial resources devoted to them to the end that these programs may be expanded and replicated in other communities or states; (3) that the authorization of Title I, HEA be extended for five years beyond its expiration at the end of FY 1971; (4) that the Secretary of HEW, in accordance with provisions of the law, provide the Council with such technical, secretarial, clerical and other assistance required to carry out its assigned functions; and (5) that the national needs for continuing education be reflected in the composition of commissions appointed by the President, the Secretary of HEW, or the Commissioner of Education to study general or particular aspects of the country's educational system. The two appendixes discuss the Community Service and Continuing Education Programs. (DB)

ED 062 632 AC 012 611

Education and Training Programs Administered by V.A. Hearings before the Subcommittee on Education and Training of the Committee on Veterans' Affairs. House of Representatives, 92nd Congress, First-Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 72

Note—593p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—*Adult Education Programs, *Colleges, Educational Needs, *Educational Programs, *Federal Legislation, Financial Support, Tables (Data), *Veterans Education, Vocational Education

Identifiers—*Congressional Hearings, Veterans Administration

Hearings on one of the major veterans' programs, i.e., education and training for war veterans and certain of their dependents, are listed, and agency reports on these bills are given. In addition, a list of colleges, together with their location, undergraduate enrollment, 1971-72 fixed costs, and comments are provided. An Information Bulletin from the V.A. relating to veterans' benefits under current educational programs, 18 appendix tables, a comparison of independent colleges and universities, statements of staff members of the Veterans Administration, Programs of Opportunity Fairs for Veterans in various cities, and copies of correspondence from various interested groups to Congressmen are presented. (DB)

ED 062 633 AC 012 612

Whale, W. B. Brack, R. E.

The Development of an Instrument to Differentiate Students' Perceptions of Teachers' Bases of Power.

Pub Date Apr 72

Note—28p.; Paper presented to Adult Education Research Conference (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Learning, Behavioral Science Research, Forced Choice Technique, Interaction Process Analysis, Learning Motivation, *Participant Involvement, *Perception Tests, Social Relations, *Student Teacher Relationship, *Teacher Behavior, Teaching Skills, Test Construction

The purpose of this paper is to review progress in the development of an instrument by which to study the dimension of teacher-student relationships that can be related to power, and by which to study the contribution of this dimension to the learning climate. Sections of the paper are: Theoretical Basis for an Instrument; Development of an Instrument; Testing the Instrument; Examination of Individual Statements; Next Steps in Instrument Development; and Use of the Instrument. The value of the instrument will be to test hypothesis based on a notion that the expectations of the teacher that the student brings to the learning situation and the quality of the relationship that develops between student and teacher during the learning situation may be the most critical factors in successful implementation of designs. Appendix A provides the Instrument to Differentiate Students' Perceptions of Teachers' Bases of Power; Appendix B is a Master List of Items; and Appendix C is Perceptions Differentiations. A brief list of references is provided. (DB)

CG

ED 062 634 CG 006 791

Galle, Omer R. And Others

Population Density and Pathology: What Are the Relationships for Man?

Vanderbilt Univ., Nashville, Tenn.

Pub Date 71

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior, Death, Delinquency, *Ecological Factors, Family Planning, *Overpopulation, *Pathology, *Population Distribution, Psychopathology

Evidence of high population density's serious inhibiting effects on the reproductive, aggressive, withdrawal and sexual behavior of various animals, motivated a study of human pathology in overcrowded areas. Ecological relationships in Chicago and their impact on human behavior were assessed. The number of persons per acre, Standardized Mortality Ratio, and General Fertility Rate were gauged, as were Public Assistance Rate for persons under 18 (a measure of ineffectual parental care), Juvenile Delinquency Rate, (a measure of aggressive behavior), and the Rate of Admissions to Mental Hospitals. Social class and ethnicity were also considered. Great differences were found between the different measures of population density: (1) Persons per room accounted for most of the variance for mortality, fertility, public assistance and juvenile delinquency. (2) For admissions to mental hospitals, rooms per housing unit accounted for virtually all the variance associated with density. (3) Number of housing units per structure was less important; rooms per housing unit and structures per acre appeared relatively unimportant. The causal relationship between density and pathology is discussed for each of the five pathologies. (KS)

ED 062 635 CG 006 792

Creswell, William H., Jr. And Others

Youth Smoking Behavior Characteristics and Their Educational Implications.

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—PH-108-66-192

Pub Date 30 Jun 70

Note—167p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Behavior, *Behavior Change, *Changing Attitudes, Drug Education, Educational Development, *Educational Research, Secondary School Students, *Smoking, *Youth

This comprehensive monograph provides a thorough and critical analysis of previous research on youth smoking, the various influential factors, and anti-smoking education, outlining study and evaluation techniques and instruments, and attitude change methods available in this field. Using this informational base and a broad-scale survey of secondary school students, the author attempted to mount a scientifically based anti-smoking education program. Numerous studies were conducted, and test instruments, educational materials, classroom teaching-learning experiments and prospective surveys were developed. The detailed appendix includes information regarding survey procedures, instruments, their tables and figures, mass communication messages, a description of the teaching unit and materials and the major techniques of investigation. Results of their study regarding smoker and non-smoker characteristics, their efforts to modify behavior, and smoking rates and trends among Illinois youth are discussed in detail, as are the limitations of their study and implications for anti-smoking education programs. The authors stress the absolute necessity of (a) the schools' involvement and (b) the earliness of such preventive programs in the students' educational sequences. (KS)

ED 062 636 CG 006 794

Schwartz, Steven H. Fattaleh, Daniel L.

Representation in Deductive Problem-Solving: The Matrix.

Pub Date May 71

Note—18p.; Paper presented at the Midwest Psychological Association, Detroit, Mich., May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, Concept Formation, *Conceptual Schemes, *Deductive Methods, Models, *Problem Solving, Sex Differences, *Thought Processes

Seventy-two Ss attempted to solve four "who-done-it" type deductive reasoning problems which varied in mode of representation, type of logical connective employed, and affirmative versus negative statement of information. Affirmative and conjunctive problems were solved more frequently than negative and disjunctive problems (all are defined in the text of the articles); however, the mode of representation in which the problem was presented had no effect. Analysis of the mode of representation actually employed (based on Ss' written protocols) revealed a marked tendency for Ss in various conditions to change the original representation of the problem. When these changes were taken cognisance of, the matrix representation was superior to other forms on all but negatively stated problems. The somewhat poorer performance of females on this task was related to their greater reluctance at changing the representation of the problems. The original hypothesis of the instrumental role of representation of information in problem-solving was supported. Suggestions are offered for subsequent investigation. (Author/KS)

ED 062 637 CG 006 795

West, Kathryn

Exploration of Adolescent Language.

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adolescents, Cloze Procedure, *Communication (Thought Transfer), Interpretive Skills, *Language Usage, *Verbal Ability

In a study of adolescent language, eight adolescents were recorded speaking in response to three classes of stimuli: TAT cards, photographs of "hippie" scenes, and discussion topics relevant to adolescent adjustment. Every fifth word of their transcribed speech was eliminated (the Cloze procedure), and these experimentally altered transcripts given to adolescent peers and adults professionally trained in the field of mental health, to decode by filling in the missing words. Results were: (1) The speech of the adolescents differed significantly in how understandable it was, primarily due to individual variability in vocabulary, syntax and verbal style; (2) The language used by the adolescents differed in response to the different classes of stimuli, and (3) Adult professionals were significantly more successful than the adolescent peers in decoding the teenage speakers. The results indicate the sensitivity of the Cloze procedure to individual characteristics of adolescent speech and the qualities of language affected by stimuli evoking the speech, and that the "generation gap" is a reflection of disparate values rather than an inability to communicate, or that professional training helps overcome this. (Author/KS)

ED 062 638 CG 006 797

Alexrod, Saul And Others

Use of Self-Imposed Contingencies to Reduce the Frequency of Smoking Behavior.

Connecticut Univ., Stamford.; Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Grant—OEG-0-9-167016-3573

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, *Behavior Change, *Negative Reinforcement, *Smoking

Two studies were done in which the subjects applied punishment contingencies to themselves for smoking cigarettes. After Baseline in Experiment I, the subject set a limit of 15 cigarettes for himself. If he exceeded the level, he was to tear a dollar bill into pieces for every additional cigarette he smoked. Every five days the criterion was decreased by one cigarette. After 50 days the

subject ceased smoking entirely and had not started to smoke again two years after the study was completed. In Experiment II a teacher decreased her smoking rate by contributing 25 cents to charity for each cigarette she smoked and made further gains when she added the condition of not purchasing cigarettes. When Baseline conditions were reinstated, the smoking rate increased, but again diminished when she used a procedure of not buying cigarettes. One year after the study ended she was smoking only in stressful situations. (Author)

ED 062 639 CG 006 798

Hall, R. Vance And Others

Modification of Behavior Problems in the Home with a Parent as Observer and Experimenter.

Kansas Univ., Lawrence.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Behavior Problems, *Operant Conditioning, *Parent Participation, *Reinforcement

Four experiments are discussed, in which parents devised and conducted procedures to alleviate their children's behavior problems. The behavior difficulties treated included infrequent use of an orthodontic device, the low-level performance of household tasks, whining and shouting, and a long duration of dressing time. The techniques used to increase the frequency of appropriate behaviors included different types of positive reinforcement (token and social), contingent punishment, and extinction. The parent used recording procedures which did not upset the daily reoutine, and demonstrated that scientific rigor could be applied in a household setting. (Author/KS)

ED 062 640 CG 006 799

Galvin, Betty Starkey, John

A Study of Attitude Change Concerning Marijuana in the Fourth Grade.

Northern Illinois Univ., De Kalb.

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Changing Attitudes, *Drug Abuse, *Drug Education, *Elementary School Students, *Identification (Psychological), *Marihuana

Elementary school students were exposed to a short series of presentations and discussions on drugs in order to effect changes in their attitudes towards, and knowledge of, drugs. Each student expressed his own attitudes towards "grass", the opinions he perceived would be held by famous people, doctors, friends, parents, older siblings or, and his ideas regarding its obtainability. Marihuana usage was found to be rejected considerably more after the course than before it, and the low pre-test correlations found between their attitudes and those they perceived doctors would have changed to a high correlation in the post-test situation. The high negative correlation with famous people's attitudes as perceived by them in the post-test also indicated a reversal of the pre-test situation. It was concluded that significant changes can be effected in student attitudes through the use of open discussion, resource persons and mod films. Teachers and juvenile officers were chiefly responsible for the presentations. (KS)

ED 062 641 CG 007 038

Kretchmer, Norman, Ed. Walcher, Dwain N., Ed.

Environmental Influences on Genetic Expression: Biological and Behavioral Aspects of Sexual Differentiation.

National Institutes of Health, Bethesda, Md. Div. of Physician Manpower.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 69

Note—281p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Animal Behavior, *Behavior, *Cross Cultural Studies, Cultural Differences, Embryology, *Environmental Influences, *Human Development, Individual Development, Individual Differences, Physiology, *Sex Differences, Social Behavior, Social Differences, Socially Deviant Behavior

A cross-disciplinary approach to the topic of sexual differentiation comprises this volume. Diverse papers are included under a variety of headings: 1) critical Periods in development; 2) embryology; 3) RNA-DNA; 4) chromosomes-growth and development; 5) physiology; 6) primates; 7) cognition; 8) cultural differences in patterns of sexual behavior; 9) normal and abnormal behavior; and 10) cross-cultural research on human behavior. The overall topic is seen as involving a consideration of molecules, man, and society with overtones of mysticism, religion, and social organization. The volume contains not only formal presentations, but also the discussion by the participants. (TL)

ED 062 642 CG 007 095

Berlinger, David C.

The Generalizability of Aptitude-Treatment Interactions Across Subject Matter.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Apr 72

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aptitude, *Aptitude Tests, *Instruction, *Learning, Learning Activities, Learning Experience, Learning Processes, *Memory, *Performance, Retention, Teaching

This study examined the interactive relations among note-taking (NT), adjunct questions (AQ), and paying attention (PA) by students in lecture situations. The subject pool consisted of 154 students enrolled in basic psychology at the University of Massachusetts. Three aptitude tests were administered to all subjects. These tests measured (1) short term memory, (2) memory for ideas, and (3) memory for sentences. The results were presented in respect to each of the three variables mentioned above. The prevalent pattern was for the memory aptitude to be only slightly positive or negatively correlated with achievement on the criterion test when AQ was the treatment. It was also demonstrated that at the high levels of memory aptitude NT is a very effective instructional strategy for the learner. In addition, this study showed an interaction between the NT and PA treatments. The basic conclusion was that incorporating the aptitudes a subject brings to an instructional situation into a regressive analysis, provides information such that subjects may be assigned to different treatments, each with the greatest potential for individuals with similar aptitude scores. (TL)

ED 062 643 CG 007 115

Kukla, Andy

The Cognitive Determinants of Achieving Behavior.

California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-P-CG9938

Pub Date Aug 70

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Achievement, Affective Behavior, *Behavior, Cognitive Processes, *Failure Factors, High Achievers, Low Achievers, *Motivation, Performance, Performance Factors, *Success Factors

A cognitive explanation of achievement-related behavior is developed. It is suggested that high and low achievers diverge behaviorally in the achievement situation because they conceptualize the causes of success and failure in different ways. The results of a study are presented which show that subjects high in achievement needs tend to attribute outcome to effort more than subjects who are intermediate or low in achievement needs. Having established that these different levels of achievement motivation can be characterized in terms of their cognitive dispositions with respect to causal attribution, the author presents further evidence which supports his hypothesis that these different cognitions of causality are the antecedent conditions of achievement-related behavior; that is, the behavior characteristic of a given achievement group will be elicited whenever the causal cognition typical of that group is induced. This formulation is contrasted with the current view of achievement which differentiates achieving behavior on the basis of differences in the affective states of pride or shame elicited by the task situation. (TL)

ED 062 644 CG 007 123

Mausner, Bernard

A Study of Cigarett Smoking Among Adults.

Beaver Coll., Glenside, Pa.

Pub Date 72

Note—112p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adults, *Behavior, *Behavior Change, Behavior Patterns, Health, *Smoking, Social Behavior, *Tobacco

The various activities carried out under a grant from the Cancer Society are discussed, including preparatory work, pilot and exploratory studies, the conduct of the major study, and additional activities. The bulk of the report, however, is devoted to the major study in which measures were obtained of: 1) patterns of support for smoking; 2) subjective expected utility for the outcomes of smoking or not smoking; 3) smoking history; 4) manifest anxiety level; and 5) locus of control. In addition, one hundred and five subjects participated in one of three relevant role play situations or in one of two possible control groups. Post experimental measures were taken as well as five day and six month follow-ups. No significant differences were found in either the long-range or short-range change in smoking among the experimental groups. The author concludes that the problem of control of smoking will continue to pose great difficulties. (TL)

ED 062 645 CG 007 130

Rothgeb, Carrie Lee, Ed.

Abstracts of the Standard Edition of the Complete Psychological Works of Sigmund Freud.

National Inst. of Mental Health (DHEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 71

Note—237p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Abstracts, *Mental Health, Mental Health Programs, *Psychiatry

Identifiers—*Freud (Sigmund)

In order to make mental health-related knowledge available widely and in a form to encourage its use, the National Institute of Mental Health collaborated with the American Psychoanalytic Association in this pioneer effort to abstract the 23 volumes of the "Standard Edition of Freud." The volume is a comprehensive compilation of abstracts, keyed to all the psychoanalytic concepts found in the James Strachey edition of Freud. The subject index is designed as a guide for both the professional and the lay person. (TL)

ED 062 646 CG 007 167

Ehrman, Lee And Others

Genetic Endowment and Environment in the Determination of Behavior.

State Univ. of New York, Purchase. Coll. at Purchase.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0293

Pub Date 30 Oct 71

Note—486p.; CORBE Research Workshop on October 3-8, 1971 in Rye, New York

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Behavior, *Behavioral Science Research, *Environmental Influences, *Genetics, *Heredity, Interdisciplinary Approach, Prenatal Influences

A research workshop was organized to bring together geneticists, psychologists, and other behavioral scientists. The intent was to bring about an interaction of ideas concerned with the genetics of behavior and learning. The emphasis was upon interdisciplinary study among scientists from several fields. Specific issues were isolated in those areas where the research of one scientist was applicable to the questions of another. The workshop format consisted of the presentation of prepared papers and informal discussions among twenty invited participants. Among the topics discussed were heritability, frequency-dependent genetically-controlled behavior, inheritance of somatotypes, methods of I.Q. measurement, and the use of cooperative studies in the collection of core data. No specific workshop conclusions were reached, since the intent was the stimulation and facilitation of interdisciplinary interactions. Post-workshop communication among the participants indicates that some long range benefits will be

realized. The program was sponsored by the National Academy of Sciences and the National Academy of Education. It was supported by the U.S. Office of Education. (BW)

ED 062 647 CG 007 168
Wexler, Kenneth N. And Others
Structure and Process in Cognition. Workshop Report.
California Univ., Irvine.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0293
Pub Date 15 Aug 70
Note—383p.; CORBE Research Workshop on August 16-21, 1970 in Huntington Beach, California
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Cognitive Development, *Cognitive Processes, *Language Research, *Psycholinguistics, *Psychological Studies, Structural Linguistics, Thought Processes
Nine papers were presented at a workshop concerned with structure and process in cognition. The reports given at this conference represent detailed applications of these concepts to limited areas of experience. This work is unique in that both structure and process appear together, rather than being studied as independent concepts. All the papers may be interpreted as talking about processes that apply to structure. This represents the beginning of a new kind of work in cognitive psychology. These papers are directly concerned with semantics. This suggests that semantics is providing a setting for further work in cognition. The workshop did not produce any specific conclusions of findings. The interrelations between the structures and processes studied in each of the papers have been worked out. Each paper analyzes a limited range of phenomena. There is not one view which at the moment can cover most of the phenomena. Rather, these papers may be the basis for the future development of an adequate general theory of cognition. [Not available in hard copy due to marginal legibility of original document.] (BW/Author)

ED 062 648 24 CG 007 170
Garrity, Helen Marie
Health Education-Action for the 70's. Final Report.
Massachusetts State Dept. of Education, Boston.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-A-067
Pub Date Dec 71
Grant—OEG-1-9-090067-0119(010)
Note—579p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Curriculum Development, *Curriculum Guides, *Curriculum Planning, *Elementary Schools, *Health Education, *Health Guides, *Health Programs, *Secondary Schools
This project was designed to serve a need recognized by individuals in the Massachusetts Department of Education. With increased interest and requests for assistance in program planning in health related areas, a need for curriculum guidelines in health education was identified. This report is divided into two parts. Part I contains the findings of a survey questionnaire designed to identify the status of health education in the public schools. Further examination and identification of the health needs of school age children and the population in general provided justification for curriculum development. Part II of the report consists of a curriculum guide which was designed for local planning of health education programs for the 70's. The guide is to serve as a basis for local school systems to plan their own individual programs. It is organized into four broad areas: physical health, mental and social health, consumer and environmental health, and safe living. It is structured to be used at the early childhood, middle grades, junior high and senior high levels of instruction. (Author/BW)

ED 062 649 CG 007 172
Tiedeman, David V. Dudley, Gordon A.
Prospects for Technology and Commerce in the Mediation of Vocational Development for Vocational Maturity.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-9
Bureau No—BR-6-1819
Pub Date May 67
Grant—OEG-1-6-061819-2240
Note—57p.; Speech given at the National Conference on Occupational Information in Vocational Guidance sponsored by the U.S. Office of Education, Chicago, Illinois, May 17, 1967
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Planning, Computers, Decision Making, Individual Development, Information Systems, *Man Machine Systems, *Media Technology, *Occupational Choice, Occupational Guidance, *Occupational Information, Self Actualization, Vocational Counseling, *Vocational Development
Identifiers—Information Systems for Vocational Decisions, ISVD
The focus in this working paper is on the process of mediation through which occupational facts/data become part of a personal educational process. Numerous points are covered: (1) the relationship between media and mediation; (2) vocational development as a goal of occupational information mediation; (3) personal responsibility for goal determination during the mediation of occupational facts/data; (4) prospects for technology and commerce in the mediation of vocational development for vocational maturity; and (5) the challenge which the new concept "mediation of vocational maturation" provides for counselors. The authors believe that a new era in vocational guidance is beginning, one during which new knowledge in vocational development and media can be effectively and advantageously controlled by computers toward the goal of mediating vocational maturation with its emphases on personal growth and self-determined choices. (TL)

ED 062 650 CG 007 173
Durstine, Richard M.
Suggestions for Treatment of Information About Occupations.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-4
Bureau No—BR-6-1819
Pub Date Dec 66
Grant—OEG-1-6-061819-2240
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, Career Planning, Computers, *Data Bases, Data Processing, Guidance, Guidance Counseling, *Information Retrieval, Information Storage, Information Systems, Input Output Analysis, *Man Machine Systems, *Occupational Choice, *Occupational Information, Occupations, Vocational Development, Vocational Interests
Identifiers—Information System for Vocational Decisions, ISVD
This is a working paper which seeks to examine how information about approximately 900 occupations might be utilized and kept up to date. The discussion centers on a modular system for information treatment. The paper elaborates on: (1) how and what kinds of information will be put into the system; and (2) five different modes of operation for getting information out of the system. These latter include: (1) recall by occupation, industry, or trait; (2) selection by trait; (3) selection by multiple traits; (4) selection by scoring and evaluation; and (5) planning to implement vocational decisions. Inquirer/system interactions for each mode are specified. The components and structure of the proposed information system are discussed, and diagrams included. The author concludes by listing several subsequent steps which need to be taken toward the goal of making such a system optimally usable. (TL)

ED 062 651 CG 007 174
Fletcher, Wallace J. And Others
Toward a Language of Supervision.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-8
Bureau No—BR-6-1819
Pub Date Apr 67
Grant—OEG-1-6-061819-2240
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, Counseling Effectiveness, Counselor Functions, Decision Making, *Guidance Counseling, Guidance Functions, Guidance Services, *Information Systems, *Man Machine Systems, Occupational Guidance, Occupations, Secondary School Counselors, *Vocational Development
Identifiers—Information Systems for Vocational Decisions, ISVD
The role which a supervisor is envisaged to play in the Information System for Vocational Decisions (ISVD) is considered. Not only does the ISVD provide career development data/information, but it is intended to assist the client in promoting a sense of personal responsibility for the career decisions he makes. To clarify this latter purpose, the decision-making paradigm (Tiedeman) is discussed, with a focus on the discontinuities which exist between where the client is at vocationally and where he gradually (step-by-step) decides he wants to be. Throughout, the process of differentiation and integration of the personality is seen as the mechanism of career development. This process, facilitated by a computer-based system (ISVD), must be an integral part of the more general educational and social framework within which the clients function. The knowledge and skills needed by the supervisors of clients using the system are categorized and discussed. (TL)

ED 062 652 CG 007 175
Durstine, Richard M.
Forecasting for Computer Aided Career Decisions: Prospects and Procedures.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-6
Bureau No—BR-6-1819
Pub Date Mar 67
Grant—OEG-1-6-060819-2240
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, *Computational Linguistics, Computers, *Information Processing, Information Retrieval, Information Science, Information Sources, *Information Systems, Man Machine Systems, *Programing Languages
Identifiers—Information System for Vocational Decisions, ISVD
This paper is the second step in the preparation of forecasts of occupational and industrial information which will meet the needs of the Information System for Vocational Decisions (ISVD). The author discusses the computation routines which need to be developed, tested and operationalized toward the goal of combining occupational and industrial information and projections, and storing, processing and retrieving it. The paper begins with a fairly abstract discussion of the terminology and principles to be used. These principles are then applied to the collection of information from the available sources. (TL)

ED 062 653 24 CG 007 176
Kadushin, Charles
Sociometric Clique Identification. Final Report.
Columbia Univ., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-B-022
Pub Date Jul 70
Grant—OEG-6-2-9-40022-1020
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Sciences, Computer Graphics, *Computer Oriented Programs, *Data Processing, Electronic Data Processing, *Information Processing, Social Behavior, Social Factors, Sociocultural Patterns, *Sociology, *Sociometric Techniques
This report consists of four parts. The first part is a non-technical summary of the basic problem and an attempted solution. The second part is a technical review of the literature and a description of the basic algorithm used in the solution. The third part describes the use of the Sociogram System. The fourth part describes the use of CHAIN, a program for discovery of sociometric linkages. There is a discussion of a solution to the sociometric clique identification problem by the use of an efficient method of generating sociograms and an efficient computer-based method is presented. This method is composed of two steps.

In the first, a matrix of pairwise relatedness is calculated. In the second step, a multi-dimensional scaling technique is used to generate the configuration is then displayed on a cathode ray tube plotter and the lenis are drawn where a relationship exists. (Author/BW)

ED 062 654 CG 007 177

O'Hara, Robert P.

A Theoretical Foundation for the Use of Occupational Information in Guidance.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-3

Bureau No—BR-6-1819

Pub Date Jan 67

Grant—OEG-1-6-061819-2240

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Education, Cognitive Development, *Cognitive Processes, Individual Development, Learning, Learning Experience, *Learning Processes, *Occupational Guidance, *Vocational Development

Identifiers—Information System for Vocational Decisions, ISVD

This short paper outlines the basic theoretical approach which the Information System for Vocational Decisions (ISVD) developers are using to solve the problem of how people learn about careers, i.e. the cognitive aspects of occupational guidance. The emphasis is on the vocational developmental process, the gradual acquisition of knowledge about the world of work, of knowledge about the student's own vocational potential, and the increasingly clear understanding of how this potential is fulfilled through school and work. The vocational learning sequence is outlined including such elements as: (1) learning and vocational readiness; (2) the learning situation; (3) vocational cues; and (4) symbolization in the vocational learning process. In essence, the author sees vocational development as a learning process, and fits the vocational counselor's role within the broader role of teacher. He must understand learning and how to facilitate it. (TL)

ED 062 655 CG 007 178

Tiedeman, David V.

An Information System for Vocational Decisions (ISVD): Cultivating the Possibility for Career Through Operations.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-2

Bureau No—BR-6-1819

Pub Date Dec 66

Grant—OEG-1-6-061819-2240

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Planning, *Computers, Educational Innovation, Educational Technology, Guidance Counseling, *Guidance Programs, Information Systems, *Man Machine Systems, Occupational Choice, Vocational Counseling, *Vocational Development

Identifiers—Information System for Vocational Decisions, ISVD

A major thesis is propounded: The acquisition of the vocational role in life can be considerably improved by further incorporating vocational education and development into liberal education. The work of Ashcraft on career development and curriculum and that of Crites on vocational maturation are cited and provide the backdrop against which the author lays out the Information System for Vocational Decisions (ISVD). This prototypic, computer-based system represents a deliberate effort to cultivate vocational maturation, i.e., to make it occur. ISVD is discussed in the following aspects: (1) its general framework; (2) its data bases; (3) its decision-making paradigm; (4) its computer routines; and (5) materials. The status and prospects of the system as of December, 1966 are elaborated. (TL)

ED 062 656 CG 007 179

Tiedeman, David V.

The Organization and Intention of a Proposed Data and Educational System for Vocational Decision-Making.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-1

Bureau No—BR-6-1819

Pub Date Dec 65

Grant—OEG-1-6-061819-2240

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, Career Education, Educational Innovation, *Educational Technology, *Information Systems, *Man Machine Systems, *Occupational Choice, Occupational Information, Occupations, *Vocational Development

Identifiers—Information System for Vocational Decisions, ISVD

An Information System for Vocational Decisions (ISVD) is described and discussed. The system is intended to accommodate, in potential, the vocational needs of users extending from kindergarten to retirement. With ISVD, occupational facts/data can be converted into vocational information by means of personal inquiry which is at least initially conducted under supervision of a professional counselor. Two major goals of ISVD subsume much of what is elaborated throughout the paper: (1) to bring a person to a condition of readiness and confidence at each of the several discontinuities of vocational development; and (2) to permit the accumulation of data about vocational decision-making, as experienced and undertaken by the individual. The author recapitulates the line of thinking which has led him to his current beliefs about vocational development. For the rest, he discusses the organization and functional intention of ISVD, its machine routines, and some of its materials. Finally, he considers the existence of ISVD in relation to problems of vocational readiness and placement of college students. (TL)

ED 062 657 CG 007 180

Glaser, Robert Resnick, Lauren B.

Instructional Psychology.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—LRDC-Pub-1972-6

Bureau No—BR-5-0253

Pub Date 72

Note—69p.

Available from—Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($1.00)

Journal Cit—Annual Review of Psychology; v23 1972

Document Not Available from EDRS.

Descriptors—Cognitive Development, Early Childhood Education, Educational Psychology, Individual Differences, *Instruction, Instructional Improvement, Instructional Innovation, *Instructional Technology, *Learning Processes, *Literature Reviews, *Psychology

The authors identify areas, issues and problems which are emerging as a result of the contact between scientific endeavors and technological developments in education. Through their review of the literature, a characterization and momentary definition of the field of instructional psychology are provided. Their reporting of the literature is often illustrative and not exhaustive. Many areas are not covered, so as to permit some depth in those which are: (1) the analysis of tasks; (2) early education; (3) instruction in Piagetian concepts; (4) learning and individual differences; (5) behavior modification; and (6) learning from written prose. An extensive bibliography (346 entries) concludes the review. (TL)

ED 062 658 CG 007 181

Goldstein, Sondra Blevins Siegel, Alexander W.

Facilitation of Discrimination Learning with Delayed Reinforcement.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—LRDC-Pub-1972-2

Bureau No—BR-5-0253

Pub Date 71

Note—12p.

Available from—LRDC, 160 North Craig Street, Pittsburgh, Pennsylvania 15213 ($.50)

Journal Cit—Child Development

Document Not Available from EDRS.

Descriptors—*Discrimination Learning, Learning, *Learning Processes, Perception, *Perceptual Motor Learning, Performance, *Performance Factors, Positive Reinforcement, *Reinforcement, Task Performance

Eighty-four nine year old children, twelve in each of seven experimental groups, learned a two-choice successive discrimination problem. The parameters that were systematically manipulated included: (1) immediate versus delayed reinforcement; and (2) forced preresponse stimulus exposure versus stimulus exposure during the delay interval, intertrial and interstimulus intervals. The typical decrease in performance found under delayed reinforcement was obtained only when: (1) no preresponse exposure was required; and (2) when the discriminative stimuli were absent from Ss view during the delay of reinforcement period. Results are discussed within the framework of perceptual learning theory. (Author)

ED 062 659 CG 007 182

Nuessle, William Siegel, Alexander W.

Reflectivity as an Influence on Focusing Behavior of Children.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—LRDC-Pub-1972-8

Bureau No—BR-5-0253

Pub Date 72

Note—19p.

Available from—LRDC, 160 North Craig Street, Pittsburgh, Pennsylvania 15213 ($.50)

Journal Cit—Journal of Experimental Child Psychology

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Processes, *Elementary School Students, Identification, Individual Development, *Problem Solving, Productive Thinking, *Secondary School Students

This study investigated the influence of reflective and impulsive problem solving styles on the information processing proficiency focusing of fifth and ninth grade boys and girls using a concept identification procedure developed by Levine (1966). The major findings include: (1) both ninth grade Ss as compared with fifth grade Ss, and reflective Ss as compared with impulsive Ss, tend to be more proficient focusers and to have longer latencies following feedback; and (2) longer latencies following negative feedback are associated with more proficient focusing on Levine's task. It is concluded that developmental differences in focusing are strongly related to developmental differences in reflection-impulsivity. An examination of Levine's task revealed the likelihood that a reflective cognitive style facilitates focusing because it allows for the more effective search for and retrieval of stored information. (Author)

ED 062 660 CG 007 184

Barnabei, Fred And Others

Attitudes of Children Established by Classical Conditioning.

Tennessee Univ., Knoxville.

Pub Date 70

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attitudes, Behavioral Science Research, Changing Attitudes, *Childhood Attitudes, *Classical Conditioning, *Conditioning, *Educational Research, Language Research, Research, School Attitudes

This study examined the attitudes of children established by classical conditioning. Subjects were 4th graders (26 males and 31 females). Each child was randomly assigned to either an experimental or a control group. A posttest-only design was used with positive and negative word associations presented to the experimental group, and neutral word associations presented to the experimental group, and neutral word associations presented to the control group. Data were collected from all subjects on a sematic differential scale. Results of this study indicated that classical conditioning of attitudes occurred in the experimental group, and that conditioning was effective without subject awareness. There was a further implication concerning the early development of attitudes, and the authors feel it is possible that the classical conditioning paradigm could make a significant contribution in the early

development of attitudes of children. Further research is recommended to determine if the phenomenon of attitudinal change can be generalized to the elementary school system. (BW/Author)

ED 062 661 CG 007 186

Battig, William F.

Interference During Learning as a Sources of Facilitation in Subsequent Retention and Transfer.

Colorado Univ., Boulder. Inst. for the Study of Intellectual Behavior.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 5 Apr 72

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Processes, *Learning, Learning Processes, Learning Theories, *Memory, Psychological Studies, *Retention, *Retention Studies, Transfer of Training

The author's stated purpose is to convince the reader that there is practical and theoretical importance in a general principle whereby the greater the amount of interference present during the initial learning of a particular task, the better the subsequent retention to new situations. The author attempts to convince the reader with empirical data showing that interference during learning facilitates subsequent retention or transfer, and also attempts to describe this relationship in a way that makes good intuitive sense. On the basis of the empirical evidence presented, it is concluded that these psychological experiments on the effects of intratask interference during original learning on subsequent retention or transfer, leaves no alternative but to take seriously the facilitative nature of these effects. The need is also expressed for research conducted in educational and applied-learning settings, rather than the psychological laboratory, to determine whether the principle can in fact be generalized to nonlaboratory situations. (BW/Author)

ED 062 662 CG 007 191

Crandall, David P.

The Relationship Between Innovativeness and Selected Elements of Group Structure.

Massachusetts Univ., Amherst.

Pub Date 5 Apr 72

Note—52p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adoption (Ideas), Change Agents, Diffusion, *Educational Innovation, *Educational Research, Group Behavior, Group Dynamics, *Group Structure, *Innovation, *Instructional Innovation, Small Group Instruction, Team Teaching

This study was an attempt to build upon the prior work in the area of the diffusion of innovations and innovativeness. Broadly stated, the study attempted to answer the question: What is the relationship between selected characteristics of intact groups and their innovativeness? The sample consisted of six elementary schools in Massachusetts which reported having adopted team teaching within the past two years. Staff members (130) of these schools provided information about the communication network and informal organization of their school as well as personal data. This data were related to four measures of innovativeness based on the within-group diffusion of team teaching. Findings were mixed, but in unanticipated finding indicated the vital role of the elementary principle as an agent of change. Independent research found that the most innovative school also possessed an "ideal" learning environment as perceived by its students. The techniques utilized offer a practical vehicle for initiating meaningful change within schools. (BW/Author)

ED 062 663 CG 007 192

Cryan, John R.

Supervisor Verbal Style as Related to the Quality of Interpersonal Relations.

Syracuse Univ., N.Y.

Pub Date Apr 72

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication Skills, Educational Research, *Interaction, *Interpersonal Relationship, Nonverbal Communication, Practicum Supervision, *Student Teacher Relationship, *Supervision, Supervisory Activities, *Supervisory Methods, Teacher Supervision, *Verbal Communication

It was the purpose of this study to establish whether or not supervisor verbal style was related to teacher perceptions of the quality of their interpersonal relationships with their supervisor. More specifically, the hypothesis was that indirect supervisor styles will result in higher quality interpersonal relationships with respect to the dimensions of Regard, Empathy, Unconditionality of Regard, and Congruence. The general procedure involved the tape recording of a supervisory conference between a student teacher and the college student teaching supervisor. As soon after the conference as possible, the student teacher responded to a questionnaire designed to measure his perceptions of the quality of the interpersonal relations existing between him and his supervisor. Data were collected from twenty-two college supervisors and eighty-five of their student teachers at two central New York universities. It appears from the data that the independent variable is not a useful predictor of the quality of supervisor-student teacher interpersonal relationships. (BW/Author)

ED 062 664 CG 007 193

Daane, Calvin J.

Vocational Exploration Group - Theory and Research.

Studies for Urban Man, Inc., Tempe, Ariz.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 71

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Change, *Career Choice, *Group Experience, *Jobs, *Occupational Choice, Occupational Guidance, *Occupational Information, Vocational Counseling, Vocational Interests

Vocational Exploration Groups (VEG) is a program for aiding both youth and adults in to increasing clarification of their position in the occupational world. It is designed to lead an individual to personally supportive first choice of an occupation or to a reconsideration and a rechoice. The process consists of 27 steps within 5 phases of (1) inclusion, (2) job inventory, (3) job personalization, (4) the expansion of jobs personalized, and (5) the next step. The process is conducted for small groups of 5 people by a trained facilitator of the group process. Leaders use a kit of materials and a leader manual to guide group members through the various steps. In the studies reported, 195 trainees and leaders gave their attitudes and impressions of the effectiveness and functionability of the VEG program. Also, 825 Employment Service applicants experienced a three-hour group session in Vocational Exploration. Randomly assigned control were also used. Experimental groups when compared with control groups obtained twice the number of jobs during the month and showed more movement into training and from work training to jobs. (Author/BW)

ED 062 665 CG 007 195

Doherty, William J.

Differential Valuations of Elementary Educational Goals.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 3 Apr 72

Note—25p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Demography, *Educational Objectives, *Elementary Schools, *Objectives, Parents, Principals, *School Community Relationship, School Demography, Sociocultural Patterns, Teachers

Based upon a comprehensive approach to educational goal selection, a national sampling of elementary school principals, teachers, and parents was compared over various demographic variables in terms of their goal priorities. The data consisted of the rating of 106 goals by each person sampled in the study. In addition to the goal ratings, each principal also filled out a short questionnaire which investigated the demographic characteristics of his school. The data were school-pupil population, size of school community, racial-ethnic composition of student body, socio-economic composition of school neighborhoods, and geographic region of school. These characteristics were analyzed with the priroity ratings to determine characteristics giving rise to priority differences. The statistical vehicle was a two-way analysis of variance. Surprisingly the demographic variables seemed to have little influence on the priority ratings of the goals. Such information is important for understanding the communication problems among the various constituencies of a school and the reasons for characteristic group pressures. (BW/Author)

ED 062 666 CG 007 198

Dudley, Gerald O.

Report of Indiana Public School Dropout-Graduate Prediction Study.

Indiana Univ., South Bend. School of Education.

Spons Agency—Indiana State Office of the State Superintendent of Public Instruction, Indianapolis.

Pub Date Oct 71

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Dropout Characteristics, *Dropout Prevention, Dropout Research, *Dropouts, *Elementary School Students, *Potential Dropouts, Prediction, Predictor Variables

This study was undertaken to determine whether differences in characteristics exist between public school dropouts and graduates. The need for such a study is indicated by the fact that dropouts are finding it more difficult to achieve success in most life ventures. A random sampling from 304 school systems in Indiana produced twenty school systems that volunteered to provide data for the study. Each system completed a twenty-item biographical questionnaire from cumulative record information of a random sample of fifty graduates and fifty dropouts. Four elements in a grade-school child's life seem to offer the best clue to whether one can predict him to finish his education through high school or to drop out. These factors are (1) the child's scholastic record; (2) the degree to which his classmates accept him; (3) his tested mental ability; and (4) the educational level his mother achieved in school. The upgraded primary, skill development in social relations, peer tutoring, and parental involvement were suggested as partial solutions. (BW/Author)

ED 062 667 CG 007 199

Egan, Dennis E. Greeno, James G.

Acquiring Cognitive Structure by Discovery and Rule Learning.

Michigan Univ., Ann Arbor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-320447-4194

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Aptitude, *Cognitive Processes, *Discovery Processes, *Learning, Learning Activities, *Learning Processes, Problem Solving, *Teaching Methods, Thought Processes

The study concerned (1) identifying component processes of discovery and rule learning; (2) describing differences in learning outcomes produced by the two instructional methods, and; (3) optimizing learning. It was believed that understanding the effects of aptitude, instructional methods, and their interaction is important in the study of learning and problem solving. Two experiments were performed to investigate the effects of aptitude and instructional methods on learning concepts of probability. The two methods were learning by discovery and learning by rule versions of programmed instruction. Results supported the hypothesis that the outcome of discovery is the structural integration of previously known concepts, while the outcome of rule learning is the addition, subject scoring low on tests of relevant abilities performed better by every measure when instructed by the rule method. The data indicates that the result of learning by discovery is a well integrated cognitive structure because subjects can solve problems that require relating principles previously learned. (BW)

ED 062 668 CG 007 200
Fox, Karen F. A. Jung, Steven M.
A Pilot Study of the Use of Incentives to Enhance School Learning.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Pub Date 4 Apr 72
Note—26p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, Early Reading, Elementary Education, Elementary School Mathematics, *Incentive Systems, *Learning, Mathematics Education, Mathematics Instruction, *Motivation, Pilot Projects, *Reading Research, Reading Skills, Teachers, Teaching Methods
Incentives in this study were identified as the consequences of behavior which act to guide the future form and frequency of that behavior. This would include factors such as money, security, knowledge of personal success, peer or authority figure approval, and opportunity to engage in desirable activities. The study was designed to test over an eight-week instructional period the combined effects of three incentive models. The subject pool consisted of first, second, and third grade students from four of the eight elementary schools in San Jose, California district. The major purposes of this pilot study were to formulate the process of implementation of an incentives program and the methodology which would underlie subsequent field studies of incentive models. The statistical findings are generally supportive of the initial research hypothesis of the effectiveness of objective-based incentive techniques in promoting student learning in reading and mathematics at the primary level. This pilot study was funded by a Title III grant. (BW)

ED 062 669 CG 007 202
Hamachek, Don E.
Effect of Early School Failure Experiences on Self-Image Development and Implications for School Counselors.
Michigan State Univ., East Lansing.
Pub Date Apr 72
Note—26p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Failure, Counselor Role, Counselors, *Elementary Grades, *Elementary School Counseling, Elementary School Curriculum, Failure Factors, Low Achievement Factors, Performance Factors, *Self Concept
This paper basically addressed itself to the question of why so many young people drop out of school. It appears that the great majority drop out because they simply cannot tolerate more failure and the commensurate feelings of low self-worth and self-esteem. It was emphasized that success experiences for elementary school youngsters are important because they can be numbered among those positive early happenings upon which an increasingly more complex psychological superstructure can be built. The negative effects of elementary school letter grades were discussed and it was noted that low marks function more as a threat of failure than as a motivation for improvement. It was concluded on the basis of both clinical and empirical evidence that the effects of early school failure experiences have long-term consequences for both a child's subsequent achievement in school and eventual mental health. Six major implications for school counselors are listed. (BW/Author)

ED 062 670 CG 007 216
Lunneborg, Patricia Rosenwood, Linda W.
Need Affiliation and Achievement: Declining Sex Differences.
Washington Univ., Seattle. Bureau of Testing.
Report No—BT-P-210
Pub Date Apr 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Need, *Affiliation Need, Aspiration, Behavioral Science Research, Females, Goal Orientation, Males, Motivation, *Needs, Psychological Needs, *Sex (Characteristics), *Sex Differences, Social Attitudes, Status Need
This study sought to replicate one in Bardwick's 1971 "Psychology of Women" which found that women were strictly interpersonal and affiliative. The expectation was that the traditional stereotypes of affiliative females and achievement-oriented males would not be as strong today as most people believe. Subjects were 465 college students who responded anonymously to a brief prospective survey for which a coding-by-example scheme was developed by the Bureau of Testing to measure need affiliation and need achievement. Of four chi square tests of differences between the sexes in the two needs under two stimulusconditions, only one reached significance, although all differences were in line with traditional expectations. It was concluded that six-stereotypes in regard to these needs are changing in the college population both by men becoming more concerned with interpersonal relationships and women with pride in school and work. The coding instructions and examples are appended for use by other researchers. (BW)

ED 062 671 CG 007 219
Nickse, Ruth S. Ripple, Richard E.
Sociometric Effects in Small Classroom Groups Using Curricula Identified as Process-Oriented.
Cornell Univ., Ithaca, N.Y.; State Univ. of New York, Cortland. Coll. at Cortland.
Pub Date Apr 72
Note—23p.; Paper presented at the American Educational Research Association in Chicago Illinois on April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Group Activities, Group Behavior, *Group Dynamics, Group Experience, Group Membership, *Group Relations, Groups, *Group Status, Group Structure, Group Unity, *Small Group Instruction, *Sociometric Techniques, Teaching Methods
This study was an attempt fo document aspects of small group work in classrooms engaged in the process education curricula called "Materials and Activities for Teachers and Children" (MATCH). Data on student-student interaction was related to small group work and gathered by paper-and-pencil sociometric questionnaires and measures of group cohesion. The MATCH curricula were used in 10 fifth and sixth grade social studies classes for an hour a day over a two to three week period in five different elementary schools. A 12-item group cohesion question questionnaire related to such elements of group cohesion, as satisfaction, solidarity and loyalty was administered both during and after MATCH Kit use. The findings suggest that status in classroom groups does affect attitudes and feelings toward group members and toward small group work. It was suggested that lower chosen students may be able to increase their social interaction skills with practice in appropriate learning settings provided by process-oriented curricula like MATCH. (Author/BW)

ED 062 672 CG 007 244
Individualizing Guidance and Training of Local Change Specialists.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0253
Pub Date Apr 72
Note—9p.; Presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Guidance, Individual Counseling, Individual Differences, *Individualized Curriculum, *Individualized Programs, Individual Needs, Learning, *Learning Characteristics, *Professional Personnel, Student Needs, *Training
This project used as an individualized model in the training of specialists in educational change. The individualized education approach consists of planning and conducting, with each student, general programs of study and day-to-day lessons that are tailor-made to suit his learning needs and characteristics. The rationale for using an individualized model was that each trainee brought a unique set of experiences and educational competencies to the training situation. In addition, although every participant expressed a commitment to constructive educational change, each differed in approach to change and views of education. Systematic provisions were made for taking account of the needs and learner characteristics of individual trainees throughout the entire process from recruitment and selection through program planning, personal/social counseling, planning and monitoring on-the-job experiences, job placement and follow-up. Data were collected in the form of academic records, tests, reports of training and job performance, observations, and interview protocols. All of these forms of data were employed in the educational guidance of the project. (BW/Author)

ED 062 673 CG 007 245
Follettie, Joseph F.
Olson's "Cognitive Development": A Commentary.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 72
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Book Reviews, Cognitive Ability, *Cognitive Development, *Cognitive Measurement, *Learning Processes
This report is a review of Olson's "Cognitive Development." Unlike a typical book review it does not compare and contrast the author's theoretical framework and methodological practices with those of others in the field, but rather it extensively describes and critiques the reported empirical work. The reasons given for this approach are that Olson's empirical practices are of interest in their own right, and alternative interpretations sometimes arise from a careful reading of Olson's procedures. "Cognitive Development" bears on a variety of issues germane to the design and development of instructional systems. Olson extensively studied the concept of diagonality using American and Canadian children aged 3 to 6, whose acquisition of the concept was compared with that of Kenyon children of two tribes, aged 5 to 13. A subject typically was required to construct a discretely-formed diagonal on a matrix, under various antecedent and criterion conditions. Olson describes findings in the context of relevant literature. (BW/Author)

ED 062 674 24 CG 007 246
Greeno, James G.
Progress Toward a Theory of Cognitive Structure. Final Report.
Michigan Univ., Ann Arbor.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-0447
Pub Date Jan 72
Grant—OEG-0-9-320447-4194(010)
Note—112p.
EDRS Price MF-$0.65 HC-$6.48
Descriptors—Cognitive Development, *Cognitive Processes, *Individual Differences, *Instruction, Instructional Design, *Learning Processes, *Problem Solving, Teaching Procedures, Thought Processes
The purpose of this project was to develop new information and analyses that would contribute to development of a systematic understanding of cognitive structure, including its acquisition and utilization during problem solving. Experimental and theoretical work was done on three specific problems. (1) Studies of individual differences and effects of instructional variables in learning certain probability concepts have been conducted, giving information about aptitude x treatment interaction and about the effects of instructional procedure on structural outcomes of learning. (2) Analyses of performance in a transportations problem indicated that the cognitive process of solving the problem is considerably simpler than the external structure of the problem, and gives considerable doubt to prospects for inferring cognitive process directly from overt responses in problem solving. (3) Observarion of subjects' acceptance and rejection of conclusions showed that a previously noticed tendency toward induction of class membership is very general, and also led to a new hypothesis about the psychological rule of inference that corresponds to logical implication. (Author)

ED 062 675 24 CG 007 247
Verplanck, William S.
Operation-Analysis in Application to a Learning Technology for Schools. Final Report.
Tennessee Univ., Knoxville.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-0116
Pub Date Mar 72
Grant—OEG-4-9-520-16-0036-057
Note—174p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Data Bases, Data Processing, Indexing, *Information Processing, Information Retrieval, Information Services, *Information Sources, *Information Storage, *Information Systems, Information Utilization

The task of this program was very extensive and could not be completed in the time allotted. A major and effective start has been made in every category of effort, and the foundations for the complete framework of the methodology of operation analysis for summarizing, and recovery of experimental reports have been laid. These include the following. (1) A basic terminology for the descriptive report of experimental procedures has been completed. (2) The greater than fourteen thousand-item literature in Psychological Abstracts on conditioning and simple discrimination learning has been reviewed, summarized, and coded. (3) Two further parallel procedures for the analysis of experiments and their findings have been developed. (4) A sample of the published literature has been operation-analyzed for adequacy, and already reported upon to the U. S. Office of Education. (5) The published literature on behavior modification of children up to December, 1965 has been analyzed and summarized. (Author/BW)

ED 062 676 CG 400 034
The Counselor and the Feminine Protest.
Michigan Univ., Ann Arbor. Counseling and Personnel Services Information Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 71
Note—46p.; A Presentation at the annual convention of the American Personnel and Guidance Association, April 4-8, 1971, Atlantic City, New Jersey
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling, Counseling Effectiveness, Counseling Goals, *Counselor Performance, Counselors, *Females, *Feminism, *Sex (Characteristics)

The authors are concerned that counselors be sensitized to and assisted in responding to emerging societal needs. The materials presented focus on identifying for counselors what is known about women and the importance of this knowledge for new counselor strategies and behaviors. How guidance might facilitate the self-realization of women is a major emphasis. The "liberation" of women is placed in the broader context of the meaning of changes in women's roles for men's roles. The authors hope to stimulate a concern for the kinds of changes men may need to make and a consideration of the role counseling can play in this. The program presented here concludes verbatim transcripts of relevant role plays, articles on counseling men and women, samples of pre-protest and protest music, a collage of quotations, and an annotated bibliography. (TL)

ED 062 677 CG 400 061
Kidder, Mary Jane, Comp.
Searchlight: Relevant Resources in High Interest Areas. Confidentiality. 9R Retrospective Search.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Oct 71
Contract—OEC-3-6-002487-1579(010)
Note—14p.
Available from—ERIC/CAPS, Room 2180, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Confidential Records, *Counselor Role, Court Litigation, *Legal Problems, *Student Records

This compilation of 27 abstracts of documents searched through the ERIC system, "Dissertation Abstracts" and the journal literature covers the ethics involved in student record keeping and privileged information, together with recent legal decisions affecting the counselor and the counseling relationship. For related documents see ED 061 563-ED 061 572, RIEAUG72 . (CG)

EA

ED 062 678 EA 004 036
Stieber, Gertrude N.
Salary Schedules for Teachers, 1971-72. Public-School Salaries Series.
National Education Association, Washington, D.C. Research Div.
Report No—RR-1971-R12
Pub Date 71
Note—129p.
Available from—Publications Editor, NEA Research Division, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25488, $3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Comparative Statistics, Elementary School Teachers, *Public School Systems, Salary Differentials, Secondary School Teachers, Tables (Data), *Teacher Salaries

This report gives precise information on salary schedules for teachers in reporting school systems with enrollments of 6,000 or more, and for selected systems in high income suburban areas with enrollments of 1,000 or more. The system-by-system listing, which makes up the major portion of this report, gives minimum and maximum scheduled salaries by preparation level, number or increments, and maximum placement for experience. Distributions of scheduled minimum and maximum salaries, and summaries of means, medians, and such administrative provisions as recognition or prior service, merit provisions, and index scheduling delineate the current nationwide status of teacher pay scales. Trends in mean minimum and maximum scheduled salaries are given to show the progress being made toward compensating teachers adequately. (A related document is ED 047 420.) (Author)

ED 062 679 EA 004 039
Mickish, Ginny
Can Women Function as Successfully as Men in the Role of Elementary Principal? Research Reports in Educational Administration, Vol. II, No. 4.
Colorado Univ., Boulder. Bureau of Educational Research.
Report No—BER-RR-4
Pub Date Jan 71
Note—20p.
Available from—"Research Reports," Bureau of Educational Research, Hellems Annex 151, School of Education, Univ. of Colorado, Boulder 80302 ($1.50 each)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Qualifications, Bibliographies, Democratic Values, Educational Administration, *Elementary Schools, Feminism, Leadership Qualities, Literature Reviews, Parent Attitudes, *Principals, Problem Solving, *Sex Discrimination, Teacher Administrator Relationship, Teacher Attitudes, *Working Women

Whereas female elementary principals represent only about 31 percent of the elementary principals in the nation, female teachers represent 88 percent of all elementary school teachers. This document reviews the literature on male-female differences in the leadership and management roles of the elementary principalship. (Author/MLF)

ED 062 680 EA 004 054
Hurnard, John R.
Extending the Scope of the School: Considerations for Reorganizing the School Year.
Oregon School Study Council, Eugene.
Pub Date Jan 72
Note—27p.; Research Development Service Bulletin Vol 15, No 5
Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Comparative Analysis, Cost Effectiveness, *Extended School Day, *Extended School Year, *School Organization, Space Utilization

The purpose of this paper is to examine some alternatives regarding the reorganization of the school year and the organizational problems of space, cost-saving, and effectiveness. This paper emphasizes the variables that may be manipulated in reorganizing the school; namely, the length of the operating school day, the length of the student's school day, the length of the operating school year, the length of the student's school year, and the arrangement of terms and vacations. Three specific plans described are (1) student acceleration plans, (2) term rotation plans, and (3) multiple trials plan. (Author/MLF)

ED 062 681 EA 004 067
Southeast Alternatives. Experimental Schools Program.
Minneapolis Public Schools, Minn.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date May 71
Grant—OEG-0-71-3639
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgets, Continuous Progress Plan, Conventional Instruction, Counseling Instructional Programs, Demonstration Programs, *Experimental Schools, *Individualized Instruction, Interdisciplinary Approach, *Open Education, *Public Schools, School Community Relationship, Self Actualization, Student Centered Curriculum, Student Participation, *Traditional Schools
Identifiers—Experimental Schools Program, Free Schools, Marshall University Program

The Minneapolis public school system is philosophically committed to providing for and encouraging the development of individual differences found in the highly diverse population the schools serve. A demonstration program offering a number of educational options to the heterogeneous population of the small geographically unified area of Southeast Minneapolis is described. Program options at the elementary level are a contemporary school, continuous progress primary and intermediate schools, an open school, and a free school. At the secondary level, the free school program option is available as well as the Marshall-University array of courses and activities. Each student, with his parents' consent, can design his educational program under the quarter system with many of the courses and activities being located at community learning sites. A procedure to transfer their children to other Minneapolis public schools is available to those parents who feel that none of these alternatives is satisfactory. A detailed program budget is included. (Author/MLF)

ED 062 682 EA 004 080
Holzman, Seymour
Year-Round School: Districts Develop Successful Programs. Education U. S. A. Special Report.
National School Public Relations Association, Washington, D.C.
Pub Date 71
Note—68p.
Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 . (Stock No. 411-12802, $4.00, quantity discounts)
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, Case Studies, Community Support, *Extended School Year, Feasibility Studies, *Flexible Schedules, Parent Attitudes, *Quarter System, School Schedules, Staff Utilization, Student Attitudes, Teacher Attitudes, *Trimester Schedules, *Year Round Schools

This report summarizes the available information on year-round schools. The document narrates a brief history of the year-round school, describes several variant related program types, and presents some of the advantages and disadvantages of such programs. One section of the report offers pro and con views on the subject of the extended school year concept as expressed by teachers, administrators, students, businessmen, and the general public. Those States currently involved in year-round school programs or those having flexible laws that provide the potential for acceptance of such programs are listed. A list is also provided of those States or school districts that initiated feasibility studies predecent to taking action on initiating year-round schools during the period 1966-70. The report concludes with case studies of six school systems that are currently operating under year-round school programs. (A related document is EA 004 089.) (EA)

ED 062 683 EA 004 085
Lutonsky, Linda
Portal Schools.
Council of the Great City Schools, Washington, D.C.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Pub Date [71]
Grant—OEG-0-71-3354(716)
Note—38p.
Available from—Council of the Great City Schools, 1819 "H" Street, N. W., Washington, D. C. 20006 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, *Curriculum Development, Diffusion, *Educational Innovation, Evaluation, *Inservice Programs, Multiunit Schools, Parent Participation, Public School Systems, Retraining, *Teacher Education, Teacher Qualifications, Teaching Techniques, Universities
Identifiers—*Portal Schools
Portal schools, designed to bridge the gap between pre- and in-service education, introduce new curriculums into schools by concentrating the resources of and by encouraging shared responsibilities among universities, public school systems, and communities. As a public school that facilitates change, dependent on each school's needs and resources, it functions as a process for (1) training new personnel and providing a field context for assessing teaching competencies; (2) retraining experienced personnel; (3) adapting researched and tested new curriculums and new teaching patterns and techniques; (4) providing feedback for modifying and evaluating the preservice phases of teacher education and inservice programs; (5) involving the community and parents on voluntary and on professional levels; and (6) diffusing personnel and resources throughout the public school network. Portal schools operated by the University of Georgia, by the city of Philadelphia, and by Florida State University are described briefly. (Author/MLF)

ED 062 684 EA 004 089
Schmid, Torsten H.
The Extended School Year. A Summary of Information Regarding Extended School Year Projects. Studies & Reports.
Educational Research Inst. of British Columbia, Vancouver.
Report No—R-11
Pub Date 11 Jun 71
Note—172p.; Report prepared for the directors of Project "Four-in-One" (Vancouver)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, Accelerated Programs, Bibliographies, Community Attitudes, *Continuous Progress Plan, *Cost Effectiveness, *Extended School Year, Flexible Schedules, Literature Reviews, Parent Attitudes, Quarter System, Teacher Attitudes, *Trimester Schedules, *Year Round Schools
This report is an up-to-date and comprehensive review of the literature and research findings related to the rescheduled school year with the aim of presenting information and research data about the major extended school year designs and the impact of these designs on a school system. The first chapter considers the reasons why extended school year designs have been proposed and implemented in the past and why they are once again being examined by educators. The second chapter outlines the various schemes for extending the school year, indicating the strengths and weaknesses of each design. In each section, the organization of the plan is discussed, the costs are considered, and the advantages and disadvantages of the plan are presented. The third chapter considers the impact of the extended school year on a school system, primarily the economic and educational implications. The fourth chapter outlines the progress and findings of a local school district that has seriously considered an extended school year. Figures illustrate the text and a 186-item bibliography is provided. (A related document is EA 004 080.) (Author)

ED 062 685 EA 004 099
Weiss, Ronald P.
A Readiness Model To Implement Modular Scheduling, 1971-72.
Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.
Pub Date Jan 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, Bibliographies, Change Agents, Community Involvement, Curriculum Development, *Educational Change, Evaluation, *Flexible Scheduling, Guidelines, Literature Reviews, *Models, *Schedule Modules, *Secondary Schools, Student Participation
This study was part of the ERDC's overall program of evaluation of various aspects of modular scheduling in its member schools. A readiness model to implement modular scheduling was developed, based on a review of the literature on modular scheduling and on practices and theoretical aspects of change and its implications. The model was tested by surveying 25 secondary schools that have successfully implemented modular scheduling. Nine phases of the model signify when and which members of the school and community should be involved in the change process. Each phase also lists specific points for facilitation of the model to further assist the staff in accomplishing the objectives of that particular phase. (Author/MLF)

ED 062 686 EA 004 111
McKinley High School Quarter System. Evaluation Report, School Year 1970-71.
District of Columbia Public Schools, Washington, D.C.
Pub Date Sep 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, Counselor Attitudes, *Evaluation, *High Schools, *Quarter System, *School Schedules, *School Surveys, Student Attitudes, Tables (Data), Teacher Attitudes
For the past two years McKinley High School has been operating on a quarter system in which the September through June school year is divided into four 9-week instructional periods. A formal evaluation was conducted with the intention of getting firsthand information from students and staff on the advantages and disadvantages of the system. A total of 1,337 administrators, teachers, and students responded to the survey. Of this number, 57 percent indicated they liked the quarter system, 27 percent said they did not like the system, and 16 percent were undecided. The document contains the questionnaires; percent distribution and rank order of responses categorized by interest groups, i.e., administrators, counselors, teachers, and students; and write-in comments and suggestions. (Author/MLF)

ED 062 687 EA 004 120
Raichle, Henry F.
An Evaluation Report on the Modular Schedule of Northeast High School, St. Petersburg, Florida.
Pub Date 29 Jan 72
Note—22p.; Paper presented at Florida Educational Research Association Conference. (Ft. Lauderdale, Florida, January 29, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Educational Status Comparison, Flexible Schedules, Individualized Instruction, Open Education, Program Costs, *Program Evaluation, *Schedule Modules, Self Actualization, *Senior High Schools, *Student Attitudes, *Teacher Attitudes
The education program of Northeast High School is based on the philosophy that education should be an experience in which students control some of their own learning experiences and learn how to handle them. This report describes modular scheduling, student achievement, and student and teacher attitudes toward modular scheduling. In a survey of attitudes, 95 percent of the students and 85 percent of the teachers preferred the modular over the traditional schedule. Also discussed are program costs, grade distribution, placement tests, dropout and attendance comparisons, class skipping, the open campus, the lunch program, and student use of unscheduled time and the media and resource centers. (MLF)

ED 062 688 24 EA 004 125
Templeton, Ian
Principal's Role in Collective Negotiation. Educational Management Review Series Number 5.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Apr 72
Contract—OEC-0-8-080353-3514
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Role, Boards of Education, Collective Bargaining, *Collective Negotiation, Educational Legislation, Guidelines, *Negotiation Agreements, *Principals, Superintendents, *Teacher Administrator Relationship, Teacher Associations
Identifiers—Management Teams
This review discusses the principal's role in collective negotiation in light of the increased acceptance of the right of teachers and their representatives to negotiate directly with the board rather than through the principal. The literature cited discusses the ambivalence of the principal's role in collective negotiation, describes the management team concept as a possible solution to the problem, and provides both information on legislation and guidelines applicable to the principal's role. (Author/JF)

ED 062 689 EA 004 164
The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program.
Dade County Public Schools, Miami, Fla.
Pub Date Feb 72
Note—39p.; Report prepared by Division of Instruction
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, *Extended School Year, Facility Utilization Research, Flexible Schedules, School Calendars, *Secondary Schools, *Year Round Schools
Identifiers—*Quinmester Program
This document first reports on the status of the quinmester program, outlining the evaluation and operational concerns of the currently operating seven pilot schools. The final section outlines the expansion plans recommended for the program during the summer of 1972 and for subsequent years. Also included in this section are (1) a general discussion of the direction to be taken for elementary school involvement and (2) the future evaluation design and recommendations to be considered by the school board. Related documents are EA 004 046, 047, and 051. (Author/MLF)

ED 062 690 EA 004 171
Bockman, John F., Comp.
Record of an Effort at Future-Planning Through In-Service: Individualized Instruction in Tucson Public Schools, 1970-1971.
Tucson Public Schools, Ariz.
Pub Date Jan 72
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Diagnostic Teaching, *Educational Planning, *Independent Study, Individual Differences, *Individualized Instruction, *Inservice Programs, Learning Theories, Prediction, Program Evaluation, Secondary Schools, Self Actualization, Student Participation, Teacher Seminars
Identifiers—*Learning Environment
This document describes a series of seminars held over a 2-year period to help plan for independent and individualized instruction. The first year seminars resulted in the conception of a 2-dimensional system into which all independent and individualized instructional programs could be fitted – i.e., the means or media (the ways of getting to the objectives) and control (the determination of who sets the objectives.) The participants were polled for their chief concerns in the area of individualized and independent study, and a checklist of questions was developed from expressions of teacher concerns. Seven headings resulted that comprise an analysis of the management function and which were then used as the structure for the second seminar in 1971. Among these headings were the processes whereby students responsibly entered worthwhile independent study programs, new learning environments were created, new learning environments were sustained, guiding students became a cross-educator responsibility, and student and program strengths and weaknesses were responsibly evaluated. Provisions were made for modifying these processes when necessary. The papers submitted

to the seminars are listed in an appendix. (Pages 33-35 may reproduce poorly.) (Author/MLF)

ED 062 691 EA 004 173

Peterfreund, Stanley And Others

Innovation and Change in Public School Systems.

Peterfreund (Stanley) Associates, Inc., Englewood Cliffs, N.J.

Pub Date Jan 70

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Problems, Administrator Role, Communication Problems, *Decision Making, *Educational Change, *Educational Innovation, Educational Objectives, Educational Policy, *Educational Research, Management Systems, *Public School Systems, Relevance (Education), Staff Role, Superintendent Role, Teacher Attitudes, Teacher Role

This document contains highlights of three years of research begun in 1967 that probed the decisionmaking structure of the education field, its politics, people, and forces. Twenty-five public school districts were studied and visited in the course of this research; nine districts were studied and analyzed in depth. A study of occupational dynamics, the research emphasized explaining and analyzing the roles of each member of the educational establishment, and concentrated on innovation in public school systems. The study attempted to identify the most influential factors that lead to innovation and to define the problems that inhibit change in education. (Author/MLF)

ED 062 692 EA 004 195

Walsh, David P.

Rating System for Evaluating the Acoustical Environment of Existing School Facilities.

Pub Date 22 Oct 71

Note—19p.; Paper presented at Acoustical Society of America Annual Meeting (82nd, Denver, Colorado, October 22, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acoustical Environment, Acoustic Insulation, Building Obsolescence, Cost Effectiveness, Educational Facilities, Evaluation Methods, Facility Guidelines, *Facility Inventory, Facility Requirements, *Rating Scales, School Environment, *School Improvement, Speeches, *Standards

Identifiers—CFI, Computerized Facilities Inventory, San Francisco Unified School District

A major survey of all schools built prior to 1933 was conducted after the enactment of the Field Act, which, in California, required specific school construction standards for earthquake safety. One aspect of this study, the acoustical environment of San Francisco Schools, is described in this speech. The document outlines the following procedures: (1) for the acoustical portion of the survey, a field survey was made to establish the existing condition at the facilities; (2) deficit documentation, which involved matching the existing conditions against the district standards by computer, was then completed; (3) unit costs for corrective work on all substandard areas were developed; and (4) cost benefit tables that matched the deficit documentation with the unit costs for corrective action were established. Portions of the forms used and computer printouts are included. (Figures 1 and 6 will reproduce poorly because of marginal legibility.) (Author/MLF)

ED 062 693 EA 004 213

Redfern, George B.

Principals: Who's Evaluating Them, Why, and How?

Pub Date 19 Mar 72

Note—10p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Administrator Evaluation, Guidelines, *Objectives, *Performance, *Principals, Self Evaluation

This speech discusses various reasons for implementing a principal evaluation program and describes how such a program could be accomplished. The author argues that principal evaluation based on performance objectives is more meaningful than evaluation based on predetermined performance standards with unilateral ratings by the principal's superiors. According to the author, principal performance evaluation requires (1) the establishment of appropriate work goals, (2) the development of a clear-cut program of action, (3) the collection of leadership productivity evidence, (4) frequent contacts between administrator and evaluator, (5) a performance self-assessment by the administrator, (6) an administrator performance assessment by the evaluator, (7) an evaluation conference, and (8) some appropriate followup action. (Author/JF)

ED 062 694 EA 004 214

George, Thomas W.

A Legal Analysis of the Underground Press.

Pub Date Feb 72

Note—17p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activism, *Administrative Policy, Court Cases, Freedom of Speech, Guidelines, News Media, *School Law, *School Policy, *Student Publications, Student Rights

Identifiers—*Underground Press

This speech reports on the underground press--almost every kind of unofficial publication--reviews case law governing those publications, and suggests administrative guidelines for governing and regulating unofficial publications. The author suggests that although courts are beginning to apply adult standards of responsible journalism to student publications, the responsibility of school administrators remains in a state of confusion and that general guidelines be established to categorize as unacceptable all libelous, obscene, scandalous, or clearly provocative material. School administrators, according to the author, continue to have the authority and the duty to provide an orderly educational atmosphere free from constant turmoil and distraction. Sample school codes governing student publications are provided. (Author/JF)

ED 062 695 EA 004 215

Barilleaux, Louis E.

Accountability Through Performance Objectives: Opportunities for Proactive Behavior.

Pub Date Mar 72

Note—12p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, *Administrator Role, Behavioral Objectives, *Educational Accountability, Leadership Responsibility, *Objectives, Performance, *Performance Criteria, *Principals, Speeches, Teachers

This speech, focused on the role of the principal in an accountable system, urges that objectives must be established for principals as well as for students and teachers. The author discusses the need for specifying distinctive leadership behaviors that contribute to the total institutional productivity. Only through the principal's initiative, the author urges, can the conflict between the push for more humaneness in schools and the demand for school accountability be resolved. (JF)

ED 062 696 EA 004 216

Fuog, Russell J.

Do You Need a Student School Board?

Pub Date Mar 72

Note—6p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, *Boards of Education, Speeches, Student Attitudes, *Student Organizations, *Student Participation, Student Rights, *Student School Relationship

This speech discusses ways in which students may meaningfully participate in school governance. Some ways to involve students in decisionmaking include (1) the establishment of student advisory councils to central administrators, boards of education, and principals; (2) the initiation of student participation in school curriculum committees and ad hoc and permanent committees; and (3) the establishment of student school boards that meet regularly with school boards. The report stresses the importance of regular and frequent contact between school boards and member-students. (JF)

ED 062 697 EA 004 217

Prisca, Mary

Practical (but Creative) Administration in Small Schools.

Pub Date Mar 72

Note—14p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Group Discussion, *Independent Study, *Large Group Instruction, Principals, Self Directed Groups, *Small Group Instruction, Speeches, Teachers, *Teaching Techniques

This speech discusses the concepts of the large group presentation, or the motivational experience; the small group discussion, or reaction discussions; and independent study, or continuous progress self directed learning. The discussion of these concepts is taken from the perspective of three years' participation by the author's school in a Model School Project. The school's experiences in implementing the three concepts is presented. (JF)

ED 062 698 EA 004 218

Cartwright, Albert

Community Participation and Aide Program.

Pub Date Mar 72

Note—5p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, *Community Involvement, *Principals, *School Aides, School Community Programs, *School Community Relationship, Speeches, Teacher Aides, *Volunteers

This speech discusses three aspects of community participation used in Los Angeles junior high schools--education aides, a volunteer program, and school-community advisory councils. The author describes the roles of the three groups and discusses their effectiveness, emphasizing that successes or failures of community participation are tied to the principal's definition of the situation. (JF)

ED 062 699 EA 004 219

Frison, L. S.

"Evaluating Teacher Performance--How To Get Beyond the Checklist."

Pub Date 20 Mar 72

Note—8p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Check Lists, *Evaluation Techniques, Guidelines, Instructional Improvement, Lesson Observation Criteria, *Principals, Self Evaluation, Speeches, *Teacher Administrator Relationship, *Teacher Evaluation

In this speech, the author, a principal, describes his experiences with teacher evaluation in a Canadian high school. He observes that checklists are too harsh, cold, and sometimes brutal, and insists that the evaluation of teacher performance is a personal matter because of the very personal nature of teaching. The author notes that he tries to observe each teacher in his school for one complete period each semester. He describes this observation and the subsequent discussion with the teacher. In the discussion the principal and the teacher discuss how the teacher may improve his instruction and techniques. (JF)

ED 062 700 EA 004 221

Schmuck, Richard A.

Self-Confrontation of Teachers.

Pub Date Mar 71

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anxiety, Motivation Techniques, Objectives, *Psychological Characteristics, *Self Actualization, Self Concept, *Self Evaluation, Teacher Administrator Relationship, Teacher Evaluation, Teacher Morale, *Teacher Motivation, *Teachers

Simply presenting teachers with information about discrepancies between their ideal and their actual classroom performances does not, in itself, lead to constructive change. In part, this is because teachers confronted with such discrepancies experience dissonance which often gives rise to anxiety. This paper discusses the psychological

processes that can be expected to occur when teachers are confronted with information about their own classroom behavior, and suggests some actions that a facilitator might take to focus teachers' energies on self-improvement. (Author)

ED 062 701 EA 004 222
Bonney, Lewis A.
Accountability at the Local Level.
San Bernardino City Unified School District, Calif.
Pub Date Jul 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academic Performance, Cognitive Objectives, *Decentralization, *Decision Making, *Educational Accountability, Instructional Programs, *Management Systems, Student Needs
Identifiers—Educational Management System, EMS
This report describes the theory and 1st-year operation of the Educational Management System, a district-developed approach designed to identify and structure instructional program needs by emphasizing decentralized decisionmaking and focusing on intended program results. The report observes that educators using EMS will continually improve their ability to respond to student needs by (1) regularly identifying the most pressing student needs in the classroom, (2) establishing objectives for student learning in high priority areas, (3) allocating personnel and materials according to objectives, and (4) demonstrating measurable improvements in student performance. The report outlines the steps to be taken by each teacher and principal in preparing his EMS statement, and reproduces several sample statements. (Author)

ED 062 702 EA 004 243
Rockhill, Anna
Closing the Gap Between Teachers, Principals, and Central Office.
Pub Date 14 Feb 72
Note—9p.; Paper presented at American Association of School Administrators. (104th, Atlantic City, New Jersey, February 12-16, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Decision Making, *Interprofessional Relationship, Participation, *Principals, Psychological Needs, School Community Cooperation, Speeches, *Superintendents, Teacher Administrator Relationship, Teacher Morale, *Teachers
This speech discusses strategies for closing the gap between teachers, principals, and central office personnel. These strategies include (1) developing an open climate of mutual understanding and acceptance by devoting special attention to interpersonal relationships, (2) developing a plan to improve staff morale, (3) devising a communication program that keeps the staff informed, (4) sharing the decisionmaking act, (5) accepting negotiations as a fact of life and utilizing the process to improve the educational program, and (6) negotiating in good faith. (Author/JF)

ED 062 703 EA 004 254
Dochterman, Clifford L. And Others
Understanding Education's Financial Dilemma. The Impact of Serrano-type Court Decisions on American Education. School Finance Series-1.
Education Commission of the States, Denver, Colo.
Report No—R-24
Pub Date Apr 72
Note—43p.
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Court Cases, *Educational Finance, *Equal Education, Equalization Aid, Equal Protection, Expenditure Per Student, Federal Aid, *School Taxes, State Aid, *State School District Relationship, Tax Rates
This report fosters discussion and deliberation on the current educational finance dilemma and discusses recent State court decisions that have invalidated existing finance systems. Possible solutions to the problems presented to State legislatures by those decisions are examined. The report (1) outlines the holdings of six cases beginning with the Serrano vs Priest decision, (2) presents the issues created by the cases, (3) looks at possible solutions, (4) presents funding and taxing approaches, and (5) discusses assumptions and dilemmas. Appendixes show disparities in the distribution of educational resources and present State elementary and secondary school data. (JF)

ED 062 704 EA 004 255
Sommerville, Joseph C. Flora, Ronald W.
Administrator's Guidebook. An Annotative Bibliographic Guide for Contemporary Problems in Educational Administration.
Toledo Univ., Ohio. Dept. of Educational Administration and Supervision.
Pub Date May 71
Note—51p.; Administrative Handbook
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Qualifications, *Administrator Role, *Annotated Bibliographies, *Collective Negotiation, Curriculum, Curriculum Development, *Educational Accountability, *Educational Administration, Educational Finance, Human Relations
This report provides a quick source of reference for practicing administrators in the areas of human relations, curriculum, finances and accountability, and skills in the operation and organization of the school. Frequently cited journals from which abstracts were drawn include Phi Delta Kappan, Educational Leadership, The National Elementary Principal, and The Clearing House. Several articles are critiqued from contemporary periodicals to provide information regarding current issues and thoughts in school administration. (Author)

ED 062 705 EA 004 256
Hegedus, Rita
Educational Auditing System.
Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.
Pub Date Dec 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Improvement, *Evaluation Methods, *Guidelines, *Program Evaluation, *State Departments of Education, State Supervisors
This position paper describes the philosophy, rationale, and activities of the Evaluation Section of the Delaware Department of Public Instruction for the purpose of establishing operational guidelines. Under a new system established in Delaware, the role of the evaluation supervisor at the State level has become one of independent, objective observer of locally operated educational projects or programs. The information obtained by the evaluators from the audit is then provided to the decisionmakers responsible for the project. (Author/JF)

ED 062 706 EA 004 279
Scoville, Maxine
"How To Make One Last Try To Get That Bond Issue Passed."
Pub Date 16 Apr 72
Note—14p.; Paper presented at National School Boards Association Annual Conventionl (32nd, San Francisco, California, April 15-18, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boards of Education, *Bond Issues, *Community Support, Educational Finance, *Elections, Guidelines, News Media, *Public Relations, School Buildings, Speeches, *Voting
This speech traces the background of the passage of a bond issue in the Kansas City School District, Kansas, to aid other districts seeking to pass bond issues. The author sets out in chronological order the procedures that were taken to eliminate or neutralize opposition to the bond proposal. The author also notes that the board of education concentrated its efforts on identifying "yes" voters and in encouraging them to vote. (JF)

ED 062 707 EA 004 281
Nyquist, Ewald B.
Full State Funding and Local School Board Policymaking.
Pub Date 17 Apr 72
Note—15p.; Full text of excerpted presentation given at National School Boards Association Annual Convention. (32nd, San Francisco, California, April 15-18, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Policy, *Educational Finance, Equal Education, Expenditures, Local Issues, *School District Spending, *State Aid, *State School District Relationship
This speech discusses means by which local control could be presented under a system of State financing of education. The author points out some of the weaknesses of local control and then discusses its strength. For example, the author argues that under local control too much energy goes into financial rather than into educational concerns. He suggests that States should be charged solely with the responsibilities of collecting and distributing funds, leaving to the local authorities the decisionmaking powers regarding the expenditure of the funds. The speech concludes by pointing up the need for identifying those powers and those decisions to be allocated at the local level and for providing the implementation forces to establish them within the local level domain. (JF)

ED 062 708 EA 004 285
Eriksen, Aase Messina, Judith
Consequences of Implementing Alternative Schools: Toward a Theoretical Framework for Investigating Problems.
Pub Date 72
Note—18p.; Paper presented at Society for Applied Anthropology Annual Meeting (Montreal, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anthropology, Black Community, Boards of Education, Case Studies (Education), *Community Action, Community Schools, Educational Change, Group Dynamics, *Group Relations, *Human Geography, Models, *Open Education, Urban Areas
This document applies an anthropological framework to the explanation of group relations in an attempt to implement a community school. In a West Philadelphia area, black community groups joined to establish an alternative school, but tensions and conflicts developed over pedagogical practices. According to the anthropological framework, decisions about the pedagogical practices were not made on the basis of educational theory and practice, but on boundary maintenance considerations in the community board's assertion of control over the school, and on entrepreneurial activity in the board's effort to reduce negotiable issues with other groups. (RA)

ED 062 709 EA 004 286
Johnson, Gary P.
The Estimation of a Long Run Cost Function for West Virginia Public High Schools.
Pub Date Apr 72
Note—40p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, Decision Making, Educational Administration, *Educational Economics, *Expenditure Per Student, High Schools, *Input Output Analysis, Planning, Public School Systems, Resource Allocations, *School Size, Speeches
Identifiers—West Virginia
This paper sets out a model that generates new, relevant information about the relationship among educational output, scale, and perpupil costs. According to the author, this information, if used, would result in more efficient educational spending. Specifically, a long run average cost function is estimated. Minimum perpupil operating costs are achieved when average daily attendance is 1,426 students and the total square feet of the facility is 124,062. Such a model has particular relevance for decisions pertaining to investment in new facilities and/or consolidation. (Author)

ED 062 710 EA 004 287
Duncan, Robert B.
Adaptation to a Changing Environment by Modifications in Organizational Decision Unit Structure.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 7 Sep 71
Note—33p.; Paper prepared for American Psychological Association Annual Convention (79th, Washington, D.C., September 7, 1971)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bureaucracy, Decision Making, Environment, *Management, Management Systems, Models, *Organization, *Organizational Change, *Organizational Climate, Participant Involvement, Power Structure, Speeches

This paper presents a model of how organizations adapt to the uncertainty in their environment by making changes in the way they structure themselves for decisionmaking. The research reported here indicates that it is not just a single change in organizational structure, but rather a shifting between a more rigid and more flexible decision structure that facilitates effective adaptation to an uncertain organizational environment. (Author)

ED 062 711 EA 004 288

Temkin, Sanford

Planning for Change: Comprehensive Planning.

Pub Date 15 Feb 72

Note—9p.; Paper presented at American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Change, Change Agents, Discussion Programs, Educational Administration, *Educational Change, *Management, Management Information Systems, Organization, *Organizational Change, *Planning, *Program Administration, School Districts, Speeches

This speech draws a distinction between a priori and a posteriori planning, and relates these two types of planning in coping with the various problems faced by local school districts. The author describes the comprehensive planning process, the development of information required by the process, and how this process is supported in the local school district. (Author)

ED 062 712 EA 004 289

Popham, W. James

Objective-Based Management Strategies for Large Educational Systems.

Pub Date Apr 72

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Decision Making, Educational Administration, *Formative Evaluation, Management, *Management Systems, *Objectives, Speeches, *Summative Evaluation, *Systems Analysis

This speech analyzes the critical ingredients of an objectives-based management system for (1) goal determination--decisions regarding the direction of the educational enterprise; (2) progress monitoring--the formative evaluation of the system's enroute success in attaining its goals; and (3) output appraisal--the summative evaluation of the system's effectiveness. Several empirical studies, conducted by UCLA and the Instructional Objectives Exchange, are reported insofar as they bear on these three phases of large scale educational management. (Author)

ED 062 713 EA 004 297

Klawuhn, Raymond E.

A Model for "Comprehensive, Strategic, Organizational Planning as a Means of Increasing Organizational Effectiveness."

Pub Date 5 Apr 72

Note—8p.; Speech given before American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, Administrator Guides, Administrator Role, Decision Making, Educational Research, Management, *Models, *Organization, *Organizational Change, Organizational Climate, *Planning, Speeches

This paper presents a model of planning implementation that makes use of the concept that for successful planning, the organization must be changed at the same time people are changed. A 10-step sequence of activities to insure that planning increases organizational effectiveness is presented, along with some typical implementation problems. (Author/RA)

ED 062 714 EA 004 298

Gaynor, Alan K.

Playing the Role of the Principal: Patterns of Administrative Response.

Pub Date 7 Apr 72

Note—17p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Principles, Administrator Characteristics, *Administrator Role, *Educational Research, Factor Analysis, *Leadership Styles, *Measurement Instruments, *Principals, Simulation, Speeches, Values

First-order analyses of the data obtained from 90 workshop participants, each of whom played the role of the principal of Janus Junior High School (a racially mixed inner city school) have identified 16 factors of actions, values, and means of communication. Second-order analyses have identified three types of administrative style: (1) personal-transactional, (2) authoritarian, and (3) participative. Further research is planned to test the stability of these findings, hopefully with larger, more representative samples in both simulated and real-world environments. (Author)

ED 062 715 EA 004 299

Haggart, Sue A.

Increasing the Effective Use of Analysis Through Program-Oriented Management.

Pub Date Apr 72

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cost Effectiveness, Educational Planning, *Management, Management Systems, Organization, *Organizational Climate, Planning, *Program Effectiveness, *Programing, School Organization, Speeches, *Systems Analysis

Current school district organization fails to provide the environment necessary to develop and use analytical techniques in educational planning. Current organization often acts as a barrier to the acceptance of the results of analysis. A program-oriented management system enhances the environment for systems analysis and promotes both the acceptance of analytical techniques and the results of analysis. (Author/RA)

ED 062 716 EA 004 300

Reynolds, Larry

Problems of Implementing Organizational Change in the Elementary School: A Case Study.

Pub Date 7 Apr 72

Note—37p.; Paper presented at AERA Annual Meeting (57th, Chicago, Ill., April 3-7, 1972) Summary of study completed at Ctr. for Adv. Study of Educ. Adm., Univ. of Ore. (Unpublished Ph.D. Dissertation, U of O, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Art Education, *Case Studies (Education), *Curriculum Development, *Differentiated Staffs, Educational Change, Educational Innovation, Educational Research, *Elementary Schools, Instructional Innovation, *Organizational Change, Research Tools, Role Conflict, Role Perception, Speeches, Teacher Role, Team Teaching

This case study reports on the attempts of an elementary school to implement innovative staffing and curriculum changes. Staff reorganization included a move away from self-contained classrooms, the restructuring of the role hierarchy, an increase in staff, some changes in role differentiation, and a re-allocation of major decisionmaking responsibilities. Curriculum changes involved the institution of a program to improve the quality and quantity of arts instruction. However, these proposed changes were only partially implemented, and many of the characteristics of the previous instructional organization and curriculum were retained. Some of the major impediments to the implementation of the proposed changes included the norm of teacher autonomy, the inability of the staff to reach consensus relative to the group decisionmaking processes, and a lack of clarity with regard to instructional change. (Author/RA)

ED 062 717 EA 004 301

Burgess, Lovola

The New Assistant Principal--Key Person on the Principal's Team.

Pub Date 21 Mar 72

Note—6p.; Paper presented at National Association of Secondary School Principals Annual Convention (56th, Anaheim, California, March 17-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, *Administrator Role, Career Opportunities, Communication Problems, *Females, Job Satisfaction, *Principals, Speeches, *Team Administration

Identifiers—*Assistant Principals

The author urges principals to provide their assistant principals with satisfying job experiences beyond those of coping with discipline, attendance, schedule, and food service problems; opportunities for career advancement; and an occasional pat on the back. The author further urges principals to think positively about hiring a qualified woman as a member of the administrative team. Women administrators, she says, are a good administrative investment. (Author/RA)

ED 062 718 EA 004 302

Rapp, Marjorie L.

The Analytical Aspects of Evaluating On-Going Programs.

Pub Date Apr 72

Note—7p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Data Analysis, Decision Making, Educational Environment, Educational Programs, *Educational Research, Evaluation, *Evaluation Techniques, *Formative Evaluation, *Program Evaluation, Program Improvement, Programing, *Systems Analysis

This paper presents a model for continuous, systematic evaluation of ongoing programs and specifies data needed for decisionmaking in the areas of program adoption, curtailment, or expansion. These data give the decisionmaker the necessary information for program planning in today's sophisticated educational environment. (Author/RA)

ED 062 719 EA 004 303

Spaulding, Lloyd F. Scott, W. Wayne

External and Internal Motivational Factors Affecting the Joining and Staying Process Within Organizations. An Occasional Report.

South Carolina State Committee for Technical Education, Columbia.

Pub Date Apr 71

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Job Satisfaction, *Job Tenure, Literature Reviews, Occupational Mobility, *Organizations (Groups), Participation, *Psychological Needs, *Research Proposals, Voluntary Agencies

The authors propose research to test the hypotheses that external or basic factors influence the joining process in organizations, and that internal psychological factors are major determinants of the staying process. They hypothesize that pay, company policy, peer relationships, and working conditions are basic motivators external to the individual and act to attract a worker to a job or push him out of one. Internal psychological factors, such as favorable climate, permissiveness, challenge, and equity, are factors that influence job satisfaction and serve as staying motivators. (RA)

ED 062 720 24 EA 004 304

Hentschke, Guilbert C., Comp. And Others

Management of the Educational Enterprise. Report of the 1971 Institute for Chief State School Officers (San Diego, California, July 29-August 6, 1971).

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Bureau No—BR-5-0252

Pub Date 71

Contract—OEC-6-10-078

Grant—OEG-0-9-146003-2450-725

Note—84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Agencies, *Administrative Principles, Agency Role, Conference Reports, *Educational Administration, Educational Change, Educational Finance, Educational Objectives, Educational Planning, *Management, Management Systems, Organizational Change, *State Departments of Education, *State Officials, Teacher Certification, Teacher Education, Urban Education

Each of the three main parts of this report focuses upon a different aspect of the general issue, how best to manage State departments of education. Part I, "The Problematic Framework of State Education Agency Management," deals primarily with some of the major legal, financial, instructional, and social problems facing schools today, and with their implications for educational management. Part II, "Managing State Education Agencies: The Perspective of Professional Management," focuses attention upon the principles of general management and the strategies for achieving desired change in organizations, as developed by specialists in management. Part III, "Planning and Management Strategies of State Education Agencies," examines a variety of specific management approaches developed by several individual States in response to their own particular needs. (Author)

ED 062 721 80 EA 004 305
Boardman, Gerald R. And Others
NEFP Decision Process: "A Computer Simulation for Planning School Finance Programs." User Manual.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, *Decision Making, Educational Economics, *Educational Finance, Financial Services, Financial Support, Manuals, Planning, *Program Planning, School Taxes, *Simulation
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The National Educational Finance Project has developed a computerized model designed to simulate the consequences of alternative decisions in regard to the financing of public elementary and secondary education. This manual describes a users orientation to that model. The model was designed as an operational prototype for States to use in a time-shared computer environment. It may also be used in an instructional mode for the workshop or classroom situation. The model is set up to run as either a remote job or in an interactive mode. The basic programing language used was P1/1 and the computer system was an IBM 360/65. The details of the language and the necessary hardware configuration are available in a technical manual also published by the project. Related documents are ED 052 513-520, ED 052 548, and ED 052 525-526. (Author)

ED 062 722 EA 004 306
Administrators' and Teachers' Reactions to Educational Innovations. An I/D/E/A Report.
Gallup International, Princeton, N.J.
Spons Agency—CFK, Ltd., Denver, Colo.
Pub Date May 67
Note—109p.
Available from—I/D/E/A Innovative Programs Division, Suite 300, 5335 Far Hills Ave., Dayton, Ohio 45429 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Attitudes, Attitudes, Boards of Education, Educational Change, *Educational Innovation, *Educational Objectives, Innovation, Interviews, *National Surveys, Occupational Information, Parent Reaction, Research Methodology, *Teacher Attitudes
This report is the last of a 3-part study of the readiness of parents, school board members, administrators and teachers to accept innovations in the educational system. The target group in this part of the study consisted of 307 administrators and 330 teachers. Each respondent was asked to give his reaction to 13 briefly described educational innovations and to indicate what he considered to be the most important goals of education. Findings showed that all three groups were receptive to educational changes and were convinced that teaching students how to think, how to concentrate, how to organize their work, how to analyze problems, and how to think creatively and objectively were the most important educational goals. (RA)

ED 062 723 24 EA 004 307
Ronchi, Donald M. And Others
Ability, Performance, Attitudes and Process Education. An Exploratory Investigation of the Relationships that Exist Between Ability, Performance, and Attitudes of Fifth and Sixth Grade Children During Use of Curricula Identified as Process-Oriented. Final Report.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-6-1440
Pub Date Jul 71
Contract—OEC-1-7-061440-3262
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Performance, Childhood Attitudes, *Continuous Progress Plan, Curriculum Research, *Elementary School Students, Grade 5, Grade 6, Group Behavior, Group Relations, *Student Ability, *Student Attitudes
This investigation was conducted as an attempt to document certain aspects of small group work and their relationships with process education. Particular attention was given to such student characteristics as ability levels, quality of group performance, and attitudes toward problem solving. Small groups of students were videotaped while working on curriculums identified as process-oriented. Videotaped protocols were also recorded on the same groups while these groups were involved in nonprocess activities. Comparisons were made between several measures of group performance taken before, during, and after exposure to process curriculums. In addition, attitude and personality inventories were administered both before and after the use of process curriculums. Process-oriented activities seemed to mitigate the relationship between students' ability levels and their performances. The emphasis on conceptual activity in process curriculums is discussed as a possible explanation of this finding. Attitudes toward solving were also found to increase after exposure to process curriculums. Greater increases in attitudes were found in students who had used highly structured curriculums. (Pages 104-106 and 108-110 may reproduce poorly.) (Author)

ED 062 724 EA 004 308
Shannon, Thomas A. Benson, Charles
Schools Without Property Taxes: Hope or Illusion? Fastback Series, No. 1.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 72
Note—53p.
Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, $.50, prepaid. Set of six $2.00, quantity & membership discounts)
Document Not Available from EDRS.
Descriptors—*Educational Finance, Education Vouchers, Equal Education, *Federal Aid, *Federal Court Litigation, Financial Problems, Financial Support, Fiscal Capacity, *Property Taxes, *State Aid, Tax Support
Recent court decisions have declared that those public school financing systems dependent substantially on local ad valorem (property) taxes violate the equal protection clause of the 14th Amendment. The violation stems from the fact that local school district spending and educational quality are dependent on the values of real property in the district. However, since ad valorem taxes produce about 45 percent of total school revenue, alternative financing plans must be implemented to match this revenue before the property tax can be discontinued. Two such alternative plans are discussed: (1) full State funding, which would allocate resources to districts on an equal amount per student and be financed by income and sales taxes; and (2) family power equalizing, which would levy tuition charges on the basis of a family's income. (RA)

ED 062 725 EA 004 309
Koontz, Elizabeth Duncan
The Best Kept Secret of the Past 5,000 Years: Women Are Ready for Leadership in Education. Fastback Series, No. 2.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 72
Note—47p.
Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, $.50, prepaid. Set of six, $2.00, quantity & membership discounts)
Document Not Available from EDRS.
Descriptors—Civil Rights, *Educational History, *Females, *Feminism, Leadership, *Sex Discrimination, Women Professors, *Womens Education, Women Teachers, Working Women
The contributions of women to American educational leadership from colonial times to the present have been important but often ignored. According to the author, women have historically suffered from prevailing negative attitudes ranging from masculine fear of economic competition to the age-old theories regarding the mental, physical, and emotional competency of women. The author emphasizes that the time has come for education to dispel sexism and to train people for true economic, political, and social equality. (RA)

ED 062 726 EA 004 310
Perrone, Vito
Open Education: Promise and Problems. Fastback Series, No. 3.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 72
Note—38p.
Available from—Phi Delta Kappa, 8th & Union, Box 789, Bloomington, Indiana 47401. (Individual fastback, $.50 prepaid, Set of six, $2.00, quantity & membership discounts)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, *Classroom Arrangement, *Classroom Materials, Educational Change, Educational Innovation, Educational Planning, Educational Practice, Educational Problems, *Elementary Education, Evaluation, *Open Education, *Open Plan Schools, Reading Instruction, Student Centered Curriculum
The term "open education" is used to designate the curriculum and instruction methods associated with an open plan school – one without interior walls. Such a program consists of more advanced children assisting those less advanced, independent study, children progressing at their own rate, extensive use of the outdoor environment, child-initiated activities, integrated curriculums, and teachers functioning as guides and as facilitators of learning. Under such a plan, highly structured curriculums and uniform instructional materials have no place. The emphasis is on learning, and any resource that stimulates the interest of the student becomes a legitimate field of inquiry. Among the problems of open education are (1) the need for time, (2) some minimal structure to insure continuity in subsequent years, and (3) the need for teaching and administrative personnel with experience in open education. This booklet focuses on the elementary school inasmuch as open education is being practiced more extensively at that level. (RA)

ED 062 727 24 EA 004 329
Walter, James E. Horn, Mary
Dissemination of the Multiunit Elementary School. Final Report.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-0711
Pub Date Jan 72
Contract—OEC-0-70-4946(508)
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, *Elementary Schools, *Information Dissemination, Inservice Education, Instructional Programs, *Multiunit Schools, *Publicize, Questionnaires, School Organization, Workshops
The procedures and results of an information dissemination technique involving direct mail activities and conferences are described in this report. The approach described was utilized as the first step in an effort to begin the national implementation of the Multiunit School-Elementary. Analysis of the results of the project indicate that the direct mail and conference procedures are viable means for systematic and focused dissemination of information. Nearly 30,000 school personnel learned of the product. A substantial number of educators indicated a strong interest in the Multiunit School-Elementary as a result of the mailings and the conferences. The procedures utilized in this effort appear to provide a more efficient and effective dissemination effort than can be realized by more conventional and general efforts. (Related documents are ED 051 589, ED 049 552-553, and EA 004 330.) (Author)

ED 062 728 24 EA 004 330
Individually Guided Education in the Multiunit Elementary School. (Two Pieces.)
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Feb 72
Contract—OEC-5-10-154
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Cooperative Planning, Differentiated Staffs, Educational Accountability, Elementary Schools, *Individualized Instruction, Instructional Improvement, *Instructional Programs, *Multiunit Schools, Nongraded System, Program Evaluation, *School Organization
These documents (IGE booklet and accompanying mailing piece) provide information about the multiunit elementary school (MUS-E). The MUS-E is the organizational administrative component of a system of individually guided education (IGE) designed for the elementary school. The MUS-E and IGE are designed to formulate and carry out instructional programs for individual children in which planned variations are made in what each child learns, how rapidly he learns, and how he goes about learning. (Related documents are ED 051 589, ED 049 552-553 and EA 004 329.) (Photographs may reproduce poorly.) (Author)

ED 062 729 24 EA 004 344
Denham, Carolyn H.
Probabilistic School Enrollment Predictions Using Monte Carlo Computer Simulation. Final Report.
Boston Coll., Chestnut Hill, Mass.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-9-A-024
Pub Date May 71
Grant—OEG-1-9-090024-0107(010)
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Oriented Programs, Enrollment Influences, *Enrollment Projections, Enrollment Trends, Literature Reviews, Prediction, Predictive Validity, Probability, Reliability, *School Demography, *Simulation, *Student Enrollment, Validity
A major difficulty in predictions of school enrollments is the failure of the forecaster to express adequately his degree of certainty in his estimates. To alleviate this problem, a method was developed by which a forecaster could prepare probability distributions of enrollment predictions. A basic method of enrollment prediction was chosen and modified to accommodate probabilistic input and output. The method required separate estimates for such variables as migration, retention, and transfer; and it was modified to require three estimates (high, low, and most likely) for each variable. A Monte Carlo computer simulation program was written to combine these various estimates into probability distributions of enrollment prediction. (Appendix A, pages 150-161, may reproduce poorly.) (Author/RA)

ED 062 730 24 EA 004 348
Bratcher, John Vance
Difficulties Encountered and the Degree of Success Achieved in Implementing the Decrees of the Twenty-Third Congress of the Communist Party, U. S. S. R. Relating to the "Conditions and Measures for Further Improving the Work of the Secondary Compulsory Educational School." Final Report.
Western Kentucky Univ., Bowling Green.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-C-049
Pub Date Mar 72
Grant—OEG-3-70-0031(509)
Note—143p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Change, Administrative Organization, Communism, *Curriculum Development, *Educational Change, Educational Philosophy, Educational Programs, *Foreign Countries, *Secondary Education, Universal Education
Identifiers—Soviet Union, USSR
The Twenty-Third Congress of the Communist Party of the Soviet Union, which convened in 1968, directed that universal secondary education be implemented in 1970. The purpose of this study was to ascertain the difficulties and successes of implementation procedures. Party and State decrees after 1968 necessitated such concomitant changes at all levels of secondary education that implementation was postponed until 1972. Reforms of an administrative-organizational nature were accomplished, but the results of structural and qualitative reforms to the secondary school curriculum have not been successful. This study led to the conclusion that the impact of new secondary programs on the competency of secondary school graduates cannot be fully known until implementation has been completed. (Author/RA)

ED 062 731 24 EA 004 358
Rosner, Jerome
The Development and Validation of an Individualized Perceptual Skills Curriculum.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Ford Foundation, New York, N.Y.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—LRDC-Pub-1972-7
Bureau No—BR-5-0253
Pub Date 72
Contract—OEC-4-10-158(010)
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *Curriculum Development, Educational Research, *Elementary Education, *Individualized Instruction, *Instructional Programs, Learning Disabilities, Perceptual Development, *Perceptual Motor Learning, Psychomotor Skills
This document describes the methods employed in, the information gathered during, and the current status of this project. The project attempted to (1) identify those perceptual skills that appear to be directly related to the basic classroom tasks of reading and arithmetic at the primary level, (2) identify perceptual skills that relate directly to classroom achievement and determine if such skills can be trained effectively, (3) determine if training in perceptual skills can be measured in terms of classroom behaviors, and (4) describe the training graphically and persuasively to permit its implementation and management in public school classrooms. These four goals have been attained, and resulting data further demonstrate that transfer effects in classroom behavior are evidenced. (Author/RA)

ED 062 732 24 EA 004 360
Teitelbaum, Deena Lee, James C.
Development of Selection Criteria for Elementary School Principals of Inner City Schools. Final Report.
New York City Board of Education, New York, N.Y. Board of Examiners.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-9-B-147
Pub Date Mar 72
Grant—OEG-2-70-0003(059)
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrator Characteristics, *Administrator Selection, *Criteria, Educational Administration, *Elementary Schools, Evaluation Criteria, Individual Characteristics, Personnel Selection, *Principals, Questionnaires, Standards, *Urban Schools
This study concerned itself primarily with the development of criteria for the selection of inner city school elementary school principals using New York City as the prototype for other large urban centers. Groups of professional educators and lay community representatives indicated on questionnaires the five most important personal characteristics and the five most important professional experiences and characteristics they considered important in the selection of elementary school principals. Thirty-three categories evolved from content analysis of the responses. Comparisons among communities and among personnel groups showed statistically significant agreement concerning the rank order of professional and personal characteristics they considered important in elementary school principal selection in New York City. (RA)

EC

ED 062 733 EC 041 930
Exceptional Children Conference Papers: Behavioral and Emotional Problems.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—87p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Behavior Problems, *Conceptual Schemes, Conference Reports, *Emotionally Disturbed, *Exceptional Child Research, Learning Characteristics, Models, Reinforcement, *Theories, Underachievers
Four of the seven conference papers treating behavioral and emotional problems concern the Conceptual Project, an attempt to provide definition and evaluation of conceptual models of the various theories of emotional disturbance and their basic assumptions, and to provide training packages based on these materials. The project is described in papers focusing on general overview, rationale, counter theory and dissemination phase, and evaluation. The three other papers discuss anxiety, intelligence, and behavior variables as predictors of learning in disturbed adolescents; the effects of a token system on the out-of-seat behavior of a 7-year-old boy; and academic survival skill training (involving modeling, cueing, and various types of reinforcement) for low achieving children. (KW)

ED 062 734 EC 041 931
Exceptional Children Conference Papers: Education of the Educable and Trainable Mentally Handicapped.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—130p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cognitive Development, Conference Reports, *Exceptional Child Education, *Mentally Handicapped, *Moral Values, Music, *Program Descriptions
Thirteen conference papers focus on the education of educable (EMR) and trainable (TMR) mentally retarded children. Topics include comparisons of development of reasoning, moral judgment, moral conduct, and long term memory in normals and retardates. Other papers examine use of an interactive unit in teaching arithmetic, verbal information processing of EMRs on quantitative verbal problems, application of learning theory to evaluation of language development, and use of music and social reinforcement to increase group attending behavior. One paper describes a Down's Syndrome preschool program and four papers describe various aspects of the TMR program in Roanoke County, Virginia (overview, curriculum, use of music, and use of paraprofessionals). (KW)

ED 062 735 EC 041 932
Exceptional Children Conference Papers: Regional Resource Centers.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—44p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Exceptional Child Education, *Handicapped Children, Information Systems, Inservice Teacher Education, Program Descriptions, *Regional Programs, *Resource Centers
Identifiers—*Regional Resource Centers for the Handicapped
Six conference papers discuss Regional Resource Centers for the Handicapped. Strategies of the Oregon and Utah Centers to accommodate unique regional requirements are explained, and the birth and development of the Regional Resource Centers system is summarized. The role and activities of the resource specialist are

defined. Implications of the interface concept for a total special education resource system are explored. The final paper presents a multidimensional field-centered training model designed to assist teachers in adapting research and demonstration products to daily classroom instruction and acquiring new instructional skills. (KW)

ED 062 736 EC 041 933
Exceptional Children Conference Papers: Problems of Auditory, Visual and Speech Impairments.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—91p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Aurally Handicapped, Conference Reports, *Exceptional Child Research, *Handicapped Children, Language Development, Nonstandard Dialects, Sensory Integration, Sequential Learning, Stuttering, *Visually Handicapped
The collection of eight conference papers on problems of auditory, visual, and speech handicaps begins with a review of what is known about deaf-blind children and early development. Following papers are devoted to spontaneous vocalization and babbling in aurally handicapped infants, psychological synergism (an approach to consideration of problems of the hearing handicapped retarded), prediction of recovery from stuttering, and print reading for visually impaired children. The final three papers report studies investigating auditory discrimination performance as a function of nonstandard dialect, visual sequential memory in good and poor readers, and auditory-visual integration. (KW)

ED 062 737 EC 041 934
Exceptional Children Conference Papers: Creativity and the Gifted.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—106p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Creative Thinking, *Creativity Research, Federal Legislation, Females, *Gifted, *Identification, *Negro Youth, Talent Identification, Writing Skills
Discussed in the eight conference papers on creativity and the gifted implications of federal legislation for the gifted, the development of a composite measure of artistic creativity, and an empirical study of cognitive style and creative problem solving in junior high school students. A paper on the identification of creativity in writers compares two approaches to the study of creativity: the cognitive-factor approach, which emphasizes intellectual aspects of creativity, and a personality approach. Additional papers concern the effect of subject specialists on gifted children and the school program, identification of academically talented black students, curriculum for nurturing black talent, and similarities of attitudes and background factors among successful women. (KW)

ED 062 738 EC 041 935
Exceptional Children Conference Papers: Objectives, Methods, and Alternatives.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—130p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Art, Conference Reports, *Curriculum Development, Educational Methods, *Exceptional Child Education, *Federal Legislation, *Handicapped Children, *Research Design, Study Habits
Nine conference papers focus on objectives, methods, and alternatives in the education of handicapped children. The first paper, by Sidney P. Marland, U. S. Commissioner of Education, reports on progress made towards full educational opportunity for handicapped children. Research design and methodology are discussed in relation to curriculum research past and present, a five-category research framework, and design of a curricular research methodology. Other papers concern the special education resource room, a model preschool for handicapped children and the behavior modification model, competency based education, the usefulness of instructional materials, inservice teacher education to improve services to mildly handicapped children in the regular classroom, the effects of isolated study on academic performance, and an exhibition of art by the handicapped. (KW)

ED 062 739 EC 041 936
Exceptional Children Conference Papers: Learning and Language Disabilities.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—112p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Exceptional Child Research, Identification, Inservice Teacher Education, *Language Handicapped, *Learning Disabilities, Program Descriptions, Spelling, Teaching Methods
The ten conference papers on learning and language disabilities begin with discussions of staff development procedures for teachers of language handicapped children, methods of instructional intervention for such children, and the comparative utility of the limited, intensive, and comprehensive methods of identification and evaluation of language handicapped students. Research reported concerns the elimination of isolate behavior of a girl in a learning disability class, the contributions of perceptual and conceptual skill training to ability to discriminate and reproduce geometric form, use of distributive practices to modify spelling performance, and the electroencephalogram as a predictor of intellective and academic performance. Additional papers discuss behavioral aspects of learning disabilities and recent developments in the education of learning disabled adolescents. (KW)

ED 062 740 EC 041 937
Exceptional Children Conference Papers: Teacher Training and Professional Responsibilities.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—160p.; Papers presented at the Annual International CEC Convention (50th, Washington, D.C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Aurally Handicapped, Behavior Change, Conference Reports, Consultants, *Educational Needs, Educational Trends, *Exceptional Child Education, *Handicapped Children, Negroes, Resource Teachers, *Special Education Teachers, *Teacher Education
Teacher training and professional responsibilities in special education are the topics of nine conference papers. Educational trends and needs are identified in three papers on the future of teacher preparation programs, new directions in curriculum in relation to black and other minority students in teacher training programs, and the black professional as an agent of change. Other papers discuss training special education teachers in behavioral psychology, classroom observation systems for the improvement of teaching, training for teachers of aurally handicapped infants and their parents, and the training of consulting teachers to provide special education services within regular classrooms through consultation with teachers, administrators, and parents. Final papers explain the multidisciplinary approach to special education in Washington County, Virginia and report on the role of the consulting teacher in the use of home consequences to reinforce classroom behavior modification and learning procedures. (KW)

ED 062 741 EC 041 938
Exceptional Children Conference Papers: Early Childhood Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 72
Note—89p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aurally Handicapped, Conference Reports, Early Childhood Education, Environmental Influences, *Exceptional Child Education, *Handicapped Children, Infancy, Parent Role, *Preschool Children, *Program Descriptions, Teacher Role
The first of seven conference papers on early childhood education considers environmental influences and environmental space planning as related to early childhood education centers. New teaching roles in early education of handicapped children are defined and implementation of programs in the public schools for aurally handicapped children under the age of 3 years is discussed. Additional papers focus on home based learning programs for handicapped preschool children, parents as educational change agents for infants in a home visiting intervention program, the effects of a token system on inappropriate talk-outs and out-of-seat behaviors in a third grade class, and special education for normal kindergarten children with subtle developmental learning delays. (KW)

ED 062 742 EC 041 939
Hensley, Gene, Ed. Cain, Nancy Ellen, Ed.
The Education of Handicapped Children.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-23
Pub Date May 72
Grant—OEG-0-72-0242(607)
Note—34p.; Selected papers and highlights from six regional conferences on State Law and Educational Services for the Handicapped (Fall, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Educational Needs, *Educational Objectives, *Exceptional Child Education, *Handicapped Children, Legislation, Models, *State Legislation
Three selected papers and some additional comments from six regional conferences on state law and educational services for the handicapped are presented. Included are papers by Edwin W. Martin, Associate Commissioner, Bureau of Education for the Handicapped, on the education of handicapped children as a new public priority and by James J. Gallagher on the definition of a handicapped child and the nature of special education. The third paper, by Frederick J. Weintraub, examines issues and recommendations related to state law and the education of handicapped children. Described is a Model Law developed to guide states in improving provisions for handicapped children. Concluding comments summarize discussion highlights and some considerations related to the Model Law. (KW)

ED 062 743 EC 041 993
Kuhn, G. Michael Gay, Lorraine R.
Instructional Objectives: A National Compendium.
State Univ. System of Florida, Tallahassee.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date May 72
Note—144p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, Behavioral Objectives, Bibliographies, *Course Objectives, Curriculum, *Educational Objectives
The compendium is an annotated bibliography of materials containing instructional objectives and of objectives-based materials collected from institutions, school systems, state departments of education, and commercial producers of educational materials. Organization of listings is by topic, grade range, and alphabetical order. A listing of macro-collections, compilations which contain objectives in a number of different areas and many objectives per area, is followed by a listing of micro-collections, which contain objectives in at least three different areas. Other sections list materials containing educational objectives for specific curriculum areas: early childhood, creative arts, language, mathematics, reading, science, social studies, and vocational-technical education. Final sections list sources (bibliographies and reports) containing objectives or references concerning objectives, materials dealing with

development and use of objectives, and teacher training materials which consist of or contain instructional objectives. Information given for each entry includes title, grade range, publisher, price, brief description of material, and a list of topics covered in the material. (KW)

ED 062 744 EC 041 994
Verbeke, Maurice G. Verbeke, Karen A.
Discovery and Inquiry: Their Relevance as Approaches for Teaching the Gifted.
Educational Improvement Center, Pitman, N.J.
Pub Date Apr 72
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Environment, *Discovery Learning, *Educational Methods, *Exceptional Child Education, *Gifted, *Inductive Methods, Teacher Role

The innovative educational techniques of discovery and inquiry learning and their relevance to the education of academically gifted children are discussed. Following discussion of various definitions of discovery and inquiry, the two terms are dealt with synonomously to avoid confusion. Brief historical background information is given on the growth of discovery and inquiry as educational techniques. Examined are the relationship of these teaching approaches to theory and also the rationale for implementing such techniques in the education of the gifted. Application of the methods in the classroom is considered in terms of the characteristics which must be present in the classroom and learning environment, tools and materials which facilitate the approach, and teacher functions. Recent research concerning the two teaching methods is reviewed and listed are some current programs that specifically use the discovery-inquiry approach in their methodology. (KW)

ED 062 745 EC 041 995
Adler, Edna P., Ed.
Research Trends in Deafness - State of the Art.
Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—SRS-ORDT-139
Pub Date Jun 70
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, *Cognitive Processes, *Communication (Thought Transfer), Communication Skills, Community Services, *Employment, Personality Development, Psycholinguistics, *Research Reviews (Publications), Vocational Education

The state of the art monograph on research trends in deafness reviews 60 research studies concerning the deaf sponsored by the Social and Rehabilitation Service. The first of four major sections focuses upon research trends in occupational conditions of deaf people and reviews both research and program experimentation studies. The second section, reviewing research on the cognitive aspects of deafness, covers language and thought studies and psycholinguistic studies. The survey of research trends in the psychosocial aspects of deafness reviews personality and psychopathology studies, summarizes research on community services and clinical tools, and predicts future trends in research on the psychosocial aspects of deafness. Research on communication patterns of the deaf is reviewed in two parts: studies analyzing communication and studies dealing with instruction of the deaf in communication skills. (KW)

ED 062 746 EC 041 996
Schlichte, John E.
Genetic Counseling and Mongolism (Down's Syndrome): Prediction, Detection, Prevention.
Fitchburg State Coll., Mass.
Pub Date 72
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anomalies, *Exceptional Child Services, *Genetics, Mentally Handicapped, *Mongolism, *Parent Counseling, Prediction, *Prevention

Intended for use by the public as well as by medical professionals and related service agencies, the booklet presents genetic counseling as a means of providing information to deal with genetic disorders in general and mongolism (Down's syndrome) in particular. Characteristics of mongolism and possible emotional effects on the family of a mongoloid child are explained. Hereditary factors involved in mongolism are discussed. The birth defect is described to be either inherited or, more frequently, caused by a genetic accident (mutation) occurring at conception. Described are new genetic and genetic counseling procedures involved in preventing mongolism, such as amniocentesis and chromosome analysis. Answered are some specific questions concerning procedures used and recommendations often made in genetic counseling. The application of genetic counseling to the prevention of other birth defects is also discussed briefly. (KW)

ED 062 747 EC 042 062
Gampel, Dorothy H. And Others
An Observational Study of Segregated and Integrated EMR Children and Their Nonretarded Peers: Can We Tell the Difference by Looking? Volume 2, Number 27.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0506
Pub Date 72
Grant—OEG-0-8-080506-4597(607)
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, *Educable Mentally Handicapped, *Exceptional Child Research, *Interpersonal Relationship, Mentally Handicapped, Observation, Peer Relationship, *Regular Class Placement, Statistical Data

An observational study explored whether characteristic behavioral patterns of an educable mentally retarded (EMR) population were unique and served as a label for identification in the social milieu. Of particular interest were differences between EMR children who were integrated into the regular classroom and their non-retarded peers. A time-sampling method was used to count frequencies of 12 behavior categories selected to cover attention, deviance, and communication issues. One of the clearest findings was that the integrated and special class children engaged in significantly less interpersonal interaction than did their non-retarded peers. Differences between the groups also emerged in terms of behavior patterning. Factor analysis of the behavior categories yielded three factors, one identified with the special class EMRs (unusual guy syndrome) and the other two correlated with the non-EMR control children (bad guy and good guy syndromes). The integrated children were described less by an identifiable pattern of their own than by the absence of a pattern. It was thought that the integrated children may be avoiding engaging in any noticeable active behaviors. (For related studies, see also EC 042 063 and 042 066.) (Author/CB)

ED 062 748 EC 042 063
Gottlieb, Jay Budoff, Milton
Social Acceptability of Retarded Children in Nongraded Schools Differing in Architecture. Volume 2, Number 28.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0506
Pub Date 72
Grant—OEG-0-8-080506-4597(607)
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Architectural Programing, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Nongraded Classes, *Peer Relationship, Regular Class Placement, School Buildings, *Social Attitudes, Special Classes

The social position of integrated and segregated educable mentally handicapped (EMR) children in a traditional school building was compared to that of EMR children in a no-interior wall school. The results indicated that while EMR children in the unwalled school were known more often by their nonEMR peers, they were not chosen as friends more often. Retarded children in the unwalled school were rejected more often than retarded children in the walled school. Also, integrated EMR children were rejected more than segregated EMR children. (For related studies, see also EC 042 062 and 042 066.) (Author)

ED 062 749 EC 042 064
Mankinen, Richard
Learning Potential Status and Verbal Mediation Training with Educable Mentally Retarded Students. Volume 2, Number 29.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0506
Pub Date 72
Grant—OEG-0-8-080506-4597(607)
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Educable Mentally Handicapped, *Exceptional Child Research, Junior High School Students, *Learning Characteristics, *Mediation Theory, Mentally Handicapped, Paired Associate Learning, *Verbal Learning

Educable mentally retarded students were taught a verbal mediation learning strategy to determine if their performance pattern would correspond to learning potential designations derived with nonverbal materials. In comparisons of regular and special class groups using a picture paired-associates learning task, special class high-scorers performed better than gainers and non-gainers and did not differ from regular class subjects, thus following the nonverbal learning potential pattern. Verbal mediation training improved the performance of all learning potential groups, as well as the regular class groups, but contrary to prediction, no differential effects were found and no learning potential group was able to give evidence of using the strategy in subsequent testing. It was suggested that educable mentally retarded students have a verbal production (Expressive) deficit rather than a mediation deficit. (For related studies, see also EC 042 065 and 042 067.) (Author/CB)

ED 062 750 EC 042 065
Budoff, Milton
Learning Potential and Institutional Discharge Status among Young Adult School-Age-Defined Educable Mental Retardates. Volume 2, Number 33.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0506
Pub Date 72
Grant—OEG-0-8-080506-4597(607)
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, *Institutionalized (Persons), *Learning Characteristics, Mentally Handicapped, *Rehabilitation

A survey of the discharge status of institutionalized educable mentally retarded patients who had been studied with the Kohs Learning Potential (LP) assessment measure in the early 1960's was undertaken. Learning potential was strongly associated with the fact of discharge. The more able patients by the learning potential criterion also had higher scores on various performance ability measures but these higher scores were not systematically related to discharge status. Among patients institutionalized below 11 years of age, high learning potential status Ss had been discharged, whereas less able (LP) patients were not. A multiple regression analysis indicated that the Wechsler Intelligence Scale for Children full scale IQ, age entered, and immediate post-training scores on the Kohs LP accounted for 35% of the variance associated with discharge. (For related studies, see also EC 042 064 and 042 067.) (Author)

ED 062 751 EC 042 066
Gottlieb, Jay Budoff, Milton
Attitudes Toward School by Segregated and Integrated Retarded Children: A Study and Experimental Validation. Volume 2, Number 35.
Research Inst. for Educational Problems, Cambridge, Mass.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0506
Pub Date 72
Grant—OEG-0-8-080506-4597(607)
Note—12p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Mentally Handicapped, *Regular Class Placement, *Special Classes, *Student Attitudes

The attitudes toward school of retarded children in various school placements were investigated in two studies. The first study compared the attitudes of nonretarded children, and educable mentally retarded children in segregated and integrated class placements. The results indicated that the segregated group posited significantly less favorable attitudes than the other groups. Since subject selection was not random, a second study was undertaken in which retarded children were randomly assigned to integrated and segregated classes and on whom pre-integration data were collected. The results were similar to those in Study I, and were discussed in terms of the labelling process and its consequences for behavior. (For related studies, see also EC 042 062 and 042 063.) (Author)

ED 062 752 EC 042 067

Folman, Rosalind Budoff, Milton

Social Interests and Activities of Special and Regular Class Adolescents and Compared by Learning Potential Status. Volume 2, Number 36.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0506

Pub Date 72

Grant—OEG-0-8-080506-4597(607)

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Cocurricular Activities, *Educable Mentally Handicapped, *Exceptional Child Research, Learning Characteristics, Mentally Handicapped, *Regular Class Placement, *Social Attitudes, *Special Classes, Underachievers

Low achieving regular class and educable mentally retarded (EMR) special class adolescents from a white, low-income, urban district were administered the learning potential procedure and were interviewed to determine differences in their after-school, non-academic activities. Few differences were reported in the social interests and activities of these two samples. The more able special class students reported themselves to be more isolated socially, engaged in more passive activities, or in athletics, did not belong to peer groups, disliked group activities, and said they did not desire to change their situation. The less able (nongainer) students reported more active social involvements with their peers. Data indicated that nongainers give socially desirable responses which do not reflect their actual behaviors. (For related studies, see also EC 042 064 and o42 065.) (Author/CB)

EM

ED 062 753 EM 009 471

Aronson, James

Packaging the News; A Critical Survey of Press, Radio, TV.

Pub Date 71

Note—109p.

Available from—International Publishers, 381 Park Avenue South, New York, N.Y. 10016 ($1.45)

Document Not Available from EDRS.

Descriptors—*Civil Liberties, Commercial Television, Government Role, *Journalism, *Mass Media, *News Media, Newspapers, Television

Identifiers—Agnew (Spiro)

In the 19th century, the American press was characterized by a profusion of independent newspapers, quick to criticize the government. In this century, the press and the other mass media have become owned by relatively few proprietors, all trumpeting the same capitalistic, government line. Even though they criticize the government occasionally, they rally to it in times of crisis, such as the Vietnam War. The Nixon administration has caused more damage to the idea of freedom of the press than have the previous ones. While professing belief in that ideal, members of the Nixon administration have in fact moved to subvert it. The net effect of the Agnew attacks has been the intimidation of the mass media. The media themselves discourage competition and seek protection from it from the government. The one hopeful sign is the courage of some journalists to resist these trends and report them to the public. (JK)

ED 062 754 EM 009 506

Himmelweit, Hilde T. And Others

Television and the Child; An Empirical Study of the Effect of Television on the Young.

Television Information Office, New York, N.Y.

Spons Agency—Nuffield Foundation, London (England).

Report No—SB-17

Pub Date 70

Note—52p.; Reprint of Chapters 1-4

Available from—Television Information Office, 745 Fifth Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—Broadcast Television, *Children, Commercial Television, Social Behavior, *Socialization, *Television, Television Research, *Television Surveys, Television Viewing, Viewing Time

Identifiers—*Great Britain

A 1955 survey of the effects of television on 10 to 14 year-old children in Great Britain is reported. A discussion of the problem investigated is presented first--the impact of television on children. Next a summary of the main findings is offered detailing the amount children view and the way in which different children react to television. A set of principles and generalizations are then derived covering principles of leisure displacement, principles underlying television's effects on children's outlook and values, generalizations about taste, and the principles which determine what types of incidents arouse fear and emotional disturbance. A final section discusses implications of the study and makes suggestions to the general public, parents, teachers, and youth club leaders about uses of television. (This pamphlet is a reprint of the first four chapters of the original report of the study which is now out of print.) (SH)

ED 062 755 EM 009 507

Halloran, J. D. And Others

Television and Delinquency.

Leicester Univ. (England).

Report No—WP-3

Pub Date 70

Note—221p.

Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, N.Y. 10010 ($5.00)

Document Not Available from EDRS.

Descriptors—Aggression, Delinquency, *Delinquency Causes, Delinquent Behavior, *Delinquents, Literature Reviews, *Social Behavior, Socially Deviant Behavior, *Television, *Television Viewing, Viewing Time, Violence

Identifiers—Television Research Committee

In the first part of this book, the nature and extent of social concern with television and its possible effects on delinquent behavior is examined, and research into the nature and causes of delinquency is reviewed. Some attention is given to mass communication research, particularly to research which has addressed itself directly to the media and delinquency question. The second part of the book consists of a report on an exploratory study of the television viewing habits of adolescents placed on probation by the courts. Findings of the research, including that juvenile delinquents did differ from a matched control sample in television viewing behavior and that the differences were most clear-cut for boys, are interpreted in a concluding section. Leads for further research which have emerged from this work are also discussed. (Author/SH)

ED 062 756 EM 009 508

Schramm, Wilbur And Others

Television in the Lives of Our Children.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date 65

Note—324p.

Available from—Stanford University Press, Stanford, California 94305 ($2.95)

Document Not Available from EDRS.

Descriptors—Age Differences, *Children, Educational Television, *Individual Differences, Intelligence Differences, Learning Activities, Learning Characteristics, Social Behavior, *Socialization, *Television, *Television Research

Eleven studies made between 1958 and 1960 gathered information about the conditions under which children seek out television and under which TV has an effect on them. This book describes these studies and reports and interprets their results. In the first few chapters, some of the changes TV has made in the child's world are described, and essential facts and figures are provided on the amount and kind of TV children make use of at different ages and times and what it means to them. Other chapters develop and test some theory as to how and why children use TV, analyze the chief elements in a child's life and personality that determine the use he makes of TV, and consider the chief suppositions that have been made about TV's effects. A final chapter summarizes the findings, and concludes with questions addressed to broadcasters, teachers, parents, and researchers. Statistical evidence is appended. (Author/SH)

ED 062 757 EM 009 589

Brzezinski, Zbigniew

Between Two Ages; America's Role in the Technetronic Era.

Pub Date 28 May 71

Note—334p.

Available from—The Viking Press, Inc., 625 Madison Avenue, New York, N.Y. 10022 ($2.45)

Document Not Available from EDRS.

Descriptors—Communism, *Education, Government (Administrative Body), Political Science, Social Systems, *Technological Advancement, *World Affairs

An attempt to define the meaning--within a dynamic framework--of the emerging global political process focuses on changes brought about by the increasing use of technology, especially electronic technology. The book is divided into five major parts. The first deals with the impact of the scientific-technological revolution on world affairs in general. The second part examines how this revolution has affected the content, the style, and format of man's political outlook on his global reality, with particular reference to the changing role of ideology. In the third part, the relevance of the philosophy of communism to the problems of modernity is assessed. The fourth part focuses on the United States and seeks to define the thrust of change and the historical meaning of the current American transition. The fifth part outlines in very broad terms the general directions that America might take in order to make an effective response to the previously discussed foreign and domestic dilemmas. The system of education suggested in this section includes the wide-spread use of technologies such as television and computers to provide continuous educational opportunities spread throughout a lifetime, rather than the present educational system which concentrates education into one time span and one locality. (JY)

ED 062 758 EM 009 670

Leggat, Robert

Showing Off; Or Display Techniques for the Teacher.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jul 70

Note—90p.

Available from—Macmillan and Co., Ltd., St. Martin's Street, London, W.C.2, England ($1.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Classroom Materials, *Display Panels, Exhibits, *Instructional Aids, Screens (Displays), Space Utilization, *Teacher Developed Materials

The term "audiovisual aids" often implies media like films, but non-projected aids like blackboards and display boards have advantages which shouldn't be overlooked. The use of various non-projected aids, including chalkboards, markerboards, flipcharts, overhead projectors, "q" boards, flannelgraphs, plastigraphs, magnet boards, display boards, mobiles, and table stands, is described. Tips on using each medium are supplied, and there are suggestions for making effective displays. Directions for making mobiles and "multi-boards" are included. (JK)

ED 062 759 EM 009 698

Smith, Robert G., Jr.

Innovations in Teaching and Training.

American Data Processing, Inc., Detroit, Mich.

Pub Date 68

Note—186p.
Available from—Automated Education Center, Box 2658, Detroit, Michigan 48321
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Audiovisual Instruction, Curriculum Evaluation, Feedback, *Instructional Innovation, *Instructional Systems, *Instructional Technology, *Teaching Methods, Test Construction

An instruction system is viewed as a "system of coordinated sets of instructional aids and activities designed to be as efficient as possible." The nature of an instructional system, cost-effectiveness ratios, automated instruction, and computer-based instruction are some of the topics considered. The general functions that must be designed into an instructional system are specified, and the advantages and disadvantages of various ways to accomplish goals of the system are noted. Specific problems concerning the design and evaluation of the system are taken up; these include sequencing instruction, designing lessons, and managing students. References which provide much of the basis for the report are cited separately for each chapter; additional references relevant to the general chapter topics are also supplied. Annotated bibliographies on training quality control and training objectives are also provided. (JY)

ED 062 760 EM 009 720
Schramm, Wilbur, Ed. Roberts, Donald F., Ed.
The Process and Effects of Mass Communication. Revised Edition.
Stanford Univ., Calif. Inst. for Communication Research.
Pub Date 25 Oct 71
Note—997p.
Available from—University of Illinois Press, Urbana, Illinois 61801 ($15.00)
Document Not Available from EDRS.
Descriptors—Attitudes, Audiences, *Communication (Thought Transfer), Information Processing, Innovation, *Mass Media, Political Attitudes, Public Opinion, Social Attitudes, Social Change, Social Influences, State of the Art Reviews, Technological Advancement

Composed of a mixture of old classics, new classics, reports on state of the art in important areas, and speculations about the future, this second edition of the reader in communication research provides an introduction to questions about how communication works and what it does. Papers by prominent researchers and writers in the field comprise the chapters, and areas covered are divided into two major sections: the nature of communication between humans and the nature of communication effects. Articles and papers under the section on communication between humans deal with media and messages of communication and the audiences of mass communication. Those papers included under the section on communication effects cover attitudes, information, and effects; social effects; public opinion and politics; innovation and change; and the technological future of mass communication. (SH)

ED 062 761 EM 009 724
Reichardt, Jasia, Ed.
Cybernetics, Art and Ideas.
New York Graphic Society, Greenwich, Conn.
Pub Date 71
Note—207p.
Available from—New York Graphic Society Ltd., 140 Greenwich Avenue, Greenwich, Connecticut 06830 ($13.50)
Document Not Available from EDRS.
Descriptors—Art, Artificial Intelligence, Computer Graphics, Computers, *Computer Science, *Creative Expression, *Creativity, *Cybernetics, Haiku, *Man Machine Systems, Music, Poetry, Programing

The essays in this volume deal with the relationship of the computer and the arts, especially the exploration and demonstration of connections between creativity and technology, the links between scientific or mathematical approaches, intuitions, and the more irrational and oblique urges associated with the making of music, art, and poetry. The essays, which range from Jonathan Swift's description of a "word machine" for giving the world "a complete body of all arts and sciences" to a "computerized Haiku," are composed of fiction, speculation, science fiction, aesthetic theories, sociological deductions, reports of experiments made with cybernetic environments, reports on computer-composed music, computer-generated art and texts, as well as explanations of how computers work and their role in our society. (Author/JY)

ED 062 762 EM 009 728
Lacey, Richard A.
Seeing With Feeling; Film in the Classroom.
Pub Date 72
Note—118p.; Controversies in Education series
Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 ($3.25)
Document Not Available from EDRS.
Descriptors—*Affective Behavior, Classroom Environment, Films, *Film Study, Humanities Instruction, Interests, Student Behavior, Student Participation, *Teacher Associations, Teacher Behavior, *Teaching Techniques, *Values

Today's students are very much interested in films, but discussing films as if they are literature, or as if there are "right" answers about them (the teacher's), will kill off that interest quickly. A better technique is to discuss the feelings which the film's images generate among class members, and to go on from there into larger questions which the film raises and into reactions of members of the class. The "image-skim" method, in which students simply recall vivid images from the film, is a good way to start. It helps demonstrate how many people react so differently to the same material. This affective dimension is a vital part of a humanistic education, and too often it is shunted off as unimportant simply because it is harder to write behavioral objectives for. But teachers should continue to stress feelings. If the system they are part of makes it difficult to do this, it may be helpful to get together with other teachers who are similarly concerned for discussion sessions and self-evaluation. This may be the first step towards creating a climate of freedom in the school. (JK)

ED 062 763 EM 009 742
Baran, Paul
Potential Market Demand for Two-Way Information Services to the Home, 1970-1990.
Institute for the Future, Menlo Park, Calif.
Report No—R-26
Pub Date Dec 71
Note—131p.
Available from—Institute for the Future, Riverview Center, Middletown, Connecticut 06457 ($4.00)
Document Not Available from EDRS.
Descriptors—*Business, *Cable Television, Computer Assisted Instruction, Correspondence Study, Home Study, *Telecommunication
Identifiers—Market Forecasts, *Two Way Information Services

Two-way information services to the home may become a $20 billion per year industry by the end of the next decade; this report presents some market forecasts for thirty such home information services. The thirty possible home information services are grouped into six major categories: education, business, general information access, shopping facilitation, entertainment, and person-to-person communications. Services included in the education category are: computer aided school instruction, computer tutor, correspondence school, and adult evening courses on television. Computer aided school instruction is predicted to be the highest in computer value of service five years after introduction, while the education services market as a whole would be the largest single market category in terms of expected revenue, comprising 34.4% of all revenue. Appended computer printouts offer a compressed view of the forecasts for the thirty proposed systems. The predictions are made on the basis of a Delphic study. (JY)

ED 062 764 EM 009 743
Paisley, Matilda B.
Social Policy Research and the Realities of the System: Violence Done to TV Research.
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Mar 72
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aggression, *Children, Policy, *Policy Formation, Researchers, Social Behavior, *Television, *Television Viewing, *Violence

It is the premise of this report that an appropriate role for social scientists is to aid national decisionmakers by doing policy research: monitoring social problem areas, defining policy problems, and outlining, testing and refining policy alternatives. The report also points out some obstacles, such as the academic goals of detachment and generalizable theory, which stand in the way of good policy research. As a specific example of policy research, the author describes the NIMH (National Institute of Mental Health) sponsored research on television and social behavior, and points out some shortcomings: an industry veto on advisory committee members, the failure of the advisory committee to specify the research question, and the pressure for a unanimous report which allowed the industry representatives to obscure the research findings. Unless social scientists learn from mistakes such as this, the author warns that policymakers are likely to stop consulting social scientists, and social policies will suffer. (RH)

ED 062 765 EM 009 749
Costa, Crist H.
Applications of Geocoding and Mapping.
Milwaukee Public Schools, Wis.
Pub Date Apr 72
Note—13p.; Paper presented at the Symposium on the Application of Trend Surface Analysis and Geocoding to Problems of Education, American Educational Research Association Annual Meeting (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, City Demography, Community Size, Computer Oriented Programs, *Computer Programs, Maps, School Demography, *School Location, *School Redistricting, School Zoning
Identifiers—*Geocoding

The application of computer programing to construction of maps and geographic distributions of data has been called geocoding. This new use of the computer allows much more rapid analysis of various demographic characteristics. In particular, this paper describes the use of computer geocoding in the development of a plot of student density in Milwaukee, where school boundaries were being redrawn. The objective of redistricting was to solve school overcrowding and identify possible future boundaries for smaller school districts. The computer produced location grids which, when superimposed on conventional maps, allowed analysis of the school population on several variables, and hence more efficient redistricting. Such geocoding could have many possible applications in the study of other school demographic problems, such as the distribution of minority groups. (RB)

ED 062 766 EM 009 750
Enzer, Selwyn And Others
A Simulation Game for the Study of State Policies.
Institute for the Future, Middletown, Conn.
Report No—R-9
Pub Date Sep 69
Note—69p.
Available from—Institute for the Future, Riverview Center, Middletown, Connecticut 06457 ($3.00)
Document Not Available from EDRS.
Descriptors—*Educational Planning, *Simulation, *Statewide Planning
Identifiers—*Connecticut

A simulated planning conference used both informed experts (simulating state planners and societal groups) and "Monte Carlo" procedures (simulating random events) to identify some possible futures for the state of Connecticut and to examine rational planning behavior patterns. In the simulation the participants were divided into two groups. One group was told to maximize per capita gross state products; the other to optimize the "quality of life" in Connecticut. A set of over 100 candidate state actions were manipulated by the participants. A set of 50 possible societal and technological events over whose occurrence the state had little or no control were manipulated by a modified "Monte Carlo" method. The results of the participants decisions and the Monte Carlo events were evaluated by means of a set of 16 societal indicators. The game succeeded as a teaching tool, promoted communication between players, provided an orderly framework for the consideration of alternative potential actions, and sparked debate on issues of concern to various

sectors of society. However it did not provide a significant forecast of the future condition of the state, nor did it provide detailed insights into the effects of alternative policies. (JY)

ED 062 767 EM 009 751
Higgins, Norman C.
Mode of Pictorial Rendition and Associated Response Tendencies.
Arizona State Univ., Tempe.
Pub Date Apr 72
Note—6p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 2-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Association Tests, Associative Learning, Audiovisual Aids, Experimental Psychology, Learning Modalities, Learning Processes, *Pictorial Stimuli, *Standardized Tests, Stimulus Behavior, *Visual Learning, Visual Stimuli

The lack of standardization in research involving pictorial variables has made it difficult to clarify the functions of pictorial stimuli in learning. This study sought to determine whether selected methods of rendering pictorial illustrations influenced the number and type of descriptive words evoked in a verbal association task. Normally the verbal responses evoked by a pictorial stimulus may be ranked as to frequency, with high frequency (called high dominance) associated with ease in learning. Experimental results indicated that color photographs elicited significantly more descriptive responses than black-and-white photographs, which in turn did better than line drawings. Both the stimulus objects were factors in determining the number and type of verbal responses elicited. The results affirm the need for developing standardized materials for studying concept learning with pictorial materials. (RB)

ED 062 768 EM 009 754
Chu, Godwin C.
Communication and Assimilation of Polish Immigrants in British Columbia: An Exploration in Culture Learning.
Southern Illinois Univ., Carbondale. School of Journalism.
Pub Date Apr 72
Note—29p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acculturation, Cultural Interrelationships, Cultural Pluralism, Culture Contact, *Ethnic Groups, *Immigrants, Mass Media, *Sociocultural Patterns, Socioeconomic Status, Sociology
Identifiers—Canada

The problem of assimilation of immigrants was analyzed in the general framework of intercultural communication and culture learning. Results from a survey of 64 first-generation Polish immigrants in Victoria, Canada supported this theoretical approach. It was found that assimilation into Canadian culture was positively related to number of interactions with Canadians and exposure to Canadian mass media, and negatively related to interactions with other Polish immigrants and exposure to Polish communications media. However, the specific nature of the impact of interactions and media on cultural assimilation appeared to vary, depending on the particular roles which interpersonal or media communication play in the learning of various culture contents. Immigrants who were more highly assimilated attained higher degrees of economic success in Canadian society. (RB)

ED 062 769 EM 009 755
Zalatimo, Suleiman D.
Projected Versus Printed Stimuli: Their Effect on Student Recall.
Connecticut Univ., Storrs.
Pub Date 72
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Individualized Instruction, *Intermode Differences, Media Research, *Media Selection, Multimedia Instruction, Photographs, Pictorial Stimuli, Slides, Teaching Methods, *Visual Aids, *Visual Learning

In planning media systems for individualized study it is valuable to know if printed materials are as effective as projected materials in promoting student recall. An experiment to compare printed and projected materials utilized subjects from graduate school, the tenth, and the twelfth grade. Subjects were tested on images in either printed or projected form under controlled conditions. Projected stimuli scored higher than printed ones, but not significantly at the .05 percent level. It is concluded that in general printed images are as effective as projected ones. (RB)

ED 062 770 EM 009 756
Siegel, Elliot R.
The Journal Supplement Abstract Service: A New Concept in Psychology Communication.
American Psychological Association, Washington, D.C.
Pub Date Apr 72
Note—14p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, Documentation, *Information Dissemination, Information Needs, *Information Services, *Psychology, Publications, Relevance (Information Retrieval)
Identifiers—American Psychological Association, *Journal Supplement Abstract Service, JSAS, National Information System for Psychology, NISP

An integral part of the American Psychological Association's (APA) National Information System for Psychology, the Journal Supplement Abstract Service (JSAS) represents an innovative publication service designed to make available information of a type which is not now widely disseminated. JSAS prints and publishes descriptive abstracts and separately bound full text copies of such "fugitive" manuscripts. Discussed is the rationale underlying the service, a description of its characteristics and method of operation, and plans for future refinement based upon user needs and requirements. Although developed specifically for psychology, the JSAS publication concept may easily be applied to the scientific and professional communication systems of other disciplines. (RB)

ED 062 771 EM 009 758
Haavelsrud, Magnus
A Comparative Study on Perceived Effects of Communication Networks in Acquiring International Orientations.
United States International Univ., San Diego, Calif.
Spons Agency—Council for Conflict and Peace Research (Norway).
Pub Date 16 Mar 72
Note—16p.; Paper presented at the International Studies Association Annual Convention (Dallas, Texas, March 16, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Communication Satellites, Foreign Relations, High School Students, *Information Sources, *International Education, *Peace, Political Attitudes, Telecommunication, *War
Identifiers—Canada, United States

A study was designed to test the hypothesis that different communication stages between nations--primitive, traditional, modern, and neomodern--provide important variables for explaining differences in pre-adults' conception of war in different countries. Although the two samples used in the study were drawn from two cultures which fall into the modern or neomodern stages, it was anticipated that the unility of various communication sources would vary. A ten-page instrument was administered to high school students in the United States (Seattle) and in Canada (Vancouver), consisting of questions to measure orientation to nine concepts related to war and peace, and devices to assess the value of 16 sources of these orientations. The results of a one-way analysis of variance showed a consistently higher utility of print and nonprint media sources among Canadian subjects, while a significantly higher utility of interpersonal sources and religion was found among United States subjects. Also, the findings show that more sources of orientation in the U.S. were geared to the development of notions about war and causes of war, while Canadian subjects seem to regard parts of the communication structure more conducive to the development of about peace and prevention of war. (SH)

ED 062 772 EM 009 762
Hickson, Mark, III
Organizational and Communication Diagnoses of Antipoverty Agencies.
Mississippi State Univ., State College.
Pub Date 19 Apr 72
Note—18p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-20, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bureaucracy, Communication Problems, *Field Studies, *Intercommunication, Models, *Poverty Programs, Power Structure, Research Needs, *State Agencies, *Systems Approach

A field study was conducted to determine whether a general systems model was applicable to an antipoverty agency. The primary criterion for auditing the effectiveness of such an agency was "communication adaptation." The uniqueness and universality of the methodology employed allowed for accurate auditing. Ideal and empirically-derived communication models were conceptualized from appropriate theoretical and empirical data. Varied methodological techniques, including participant observation, interviews, and cont analyses, were necessary to provide holistic models. The results indicated that because of formidable political and social restraints, antipoverty agencies have extreme difficulty in appropriately adjusting to negative information input. In fact, because the center under observation could not deal adequately with negative messages, it was forced to close. Also, the ambiguity of these organizations operating under the aegis of an established institution creates institutional schizophrenia. The concept of power is important in understanding this problem. That concept has been neglected in communication research. (Author/JK)

ED 062 773 EM 009 764
Frankle, Charles Frankle, Edna
Guide to Educational Technology.
Technomic, Westport, Conn.
Pub Date 71
Note—110p.
Available from—Technomic Publishing Company, Inc., 265 West State Street, Westport, Connecticut 06880 ($25.00)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Directories, Educational Equipment, *Educational Technology, Equipment Manufacturers, Equipment Utilization, Films, Filmstrips, Government (Administrative Body), *Instructional Media, Instructional Technology, Professional Associations, Transparencies, Video Tape Recordings

"Educational technology is a means for organizing a systematic process for designing, operating, evaluating, and upgrading the learning experiences of individuals in terms of specific objectives, based on research in human learning, so as to increase the effectiveness of education." This reference book provides information on educational technology, first presenting a classification scheme which organizes and displays the interrelationships between media and equipment. The next section alphabetically lists 282 companies in the educational technology field with complete addresses, telephone numbers, and product lines. Following the company listings, a section lists manufacturers and service organizations by 28 materials categories, including films, filmstrips, transparencies, audio and video tapes, and various kinds of equipment. A special chart is also provided that shows materials produced by each company. A statistical section presents a collection of data on educational technology, including present and projected expenditures on audiovisual materials, educational inventories, and government funding information. As further sources of information, associations and periodicals related to educational technology are listed. (Author/SH)

ED 062 774 EM 009 766
Wheeless, Lawrence R.
A Philosophy of Communication Education.
Illinois State Univ., Normal. Communication Research Center.
Pub Date 19 Apr 72
Note—15p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Curriculum, *Communication (Thought Transfer), *Communication Skills, *Curriculum, Elementary School Curriculum, Graduate Study, High School Curriculum, *Information Theory
Identifiers—*Communication Education

One of the rationales for communication education is the popular cry that "we can't communicate"; another that communication strategies allow for goal achievement and tolerance for change and ambiguity and lead to physical and psychological survival. Most cogent, though, is the argument that a body of knowledge and practice in communication and communication education exists. Outlined here are principles and objectives of communication education in three areas of instruction: communication theory, communication research, and communication behaviors (skills). Finally, a comprehensive plan of communication education and curriculum is discussed. This curriculum runs from elementary through graduate education. In elementary school, the focus should be on development of communication behaviors. What theory there is should concern the affective domain. In secondary school, half the time should be spent on theory and half on skills. In college, there is a shift to theory and research in the affective domain. In graduate school, the emphasis should be on research in cognitive domain. (Author/JK)

ED 062 775 EM 009 767
1,000,000 Students.
Digital Equipment Corp., Maynard, Mass.
Pub Date 72
Note—32p.
Available from—Digital Equipment Corporation, 146 Main Street, Maynard, Massachusetts 01754
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Educational Technology, Systems Development
Identifiers—*Digital Equipment Corporation

Interactive student instruction through computers in classrooms is becoming increasingly popular, and there is some reason to believe that the use of computers in the classroom is not a passing fad. Digital Equipment Corporation (DEC) furnishes many of the computer systems for interactive student instruction in different schools: some of these programs are described in this brochure. Several DEC computer systems in university computer and research centers are briefly illustrated in an opening section: a complete list of centers which use DEC computers is provided at the end of the section. Other sections describe programs at university and college departments, in medium and small colleges, in junior colleges and vocational or technical schools, in public education, in private schools, and in educational research and other projects. A summary of DEC computer systems for education concludes the document. (SH)

ED 062 776 EM 009 769
Porter, D. Thomas Civikly, Jean M.
Graduate Education in 1984 or 1984 or Bye, Bye American Pie?
Pub Date 19 Apr 72
Note—16p.; Paper presented at the International Communication Association Annual Conference (Atlanta, Georgia, April 19-20, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Communication Skills, *Doctoral Programs, Educational Finance, Educational Technology, *Financial Support, Graduate Students, *Graduate Study, Instructional Technology, Specialization, *Teaching Methods
Identifiers—*Communication Education, Future Studies

This essay suggests a new method of educating graduate students in communication. Students follow a prescribed program of courses and experience leading to the particular career they have chosen. Mastery of each stage must be demonstrated before a student goes to the next. Among the methods used are participation in task forces dealing with a problem, tests monitored by computer, and field work. As a student advances, the amount he owes the state for his education decreases. This system depends on several assumptions: 1) toleration of overt modification of people's behavior; 2) belief that extrinsic controls of behavior are better than intrinsic controls, and 3) behavioral specificity must be understandable by both the learning-manager and the student-learner, worthy of being learned, and valid. Implications of this sytem include: 1) shift of communication from a "field" to a "discipline"; 2) revolutionary changes in instruction strategies; 3) need for taxonomies of communication careers; 4) inadequacy of today's methods of training, and 5) new means of financing graduate education. (JK)

ED 062 777 EM 009 771
Morgan, R. P. Singh, J. P.
Program on Application of Communications Satellites to Educational Development. Progress Report.
Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Pub Date Nov 71
Note—176p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (N72-13930; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Communication Satellites, Computer Assisted Instruction, Copyrights, Educational Economics, Educational Radio, *Educational Technology, Educational Television, Electromechanical Technology, Instructional Technology, Instructional Television, Library Networks, Public Television, *Telecommunication
Identifiers—Appalachia

An interdisciplinary program is exploring the educational services which communications satellites may help provide and the synthesis of systems for delivering these services in the United States. From November 1970 to November 1971 substantial progress was made in three primary program categories: needs analysis, communications technology studies, and systems synthesis. In the area of needs analysis, studies of the following were completed: communications media and educational technology, telecommunication and computer-based instruction, educational computer services and computer communications, instructional television utilization and electronic educational dissemination services, and a projected budget for educational technology for 1975 and 1985. Studies on communications technology included work on transmission schemes for still picture television, on the use of Gunn effect devices as amplifiers and as switching elements, and on the design of a television receiver front end for direct satellite reception at 12 Ghz. In the area of system synthesis, a study of organizational and administrative aspects of a large-scale instructional satellite system to be used with schools outlined requirements for a system with demand and scheduled access capability and an analysis of instructional television included cost estimates for ground distribution facilities. (JY)

ED 062 778 EM 009 772
Patai, Raphael
Myth and Modern Man.
Pub Date 72
Note—359p.
Available from—Prentice-Hall, Inc., 70 5th Avenue, New York, N.Y. 10011 ($9.95)
Document Not Available from EDRS.
Descriptors—Anthropology, Imagination, Modernism, *Mythology, Publicize, Religion, Science Fiction, Sexuality, *Symbols (Literary)

Various theories about the purpose of myth are described briefly, and then the place of myth in modern life is explored. Modern man is found to still create his own myths, and his life is still influenced by mythical prototypes and images. Myths, mythical beliefs, and mythical thinking are discovered in socialist, Communist, and totalitarian thought, in entertainment and science fiction, in the behavior of young radicals, in advertising, in theology and modern folk belief, in sex, and in the workings of a scientific and popular imagination stimulated by the belief in an impending global catastrophe. Examples of myth in these areas are discussed. It is suggested that the United States needs to develop a myth of democracy for its present use. (Author/JK)

ED 062 779 EM 009 776
Hornik, Robert And Others
Television and Educational Reform in El Salvador. Report on the Third Year of Research.
Stanford Univ., Calif. Inst. for Communication Research.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Report No—RR-10
Pub Date Mar 72
Note—124p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, *Developing Nations, *Educational Change, *Educational Research, Grade 7, Grade 8, Grade 9, *Instructional Television, Parental Aspiration, Parent Attitudes, Student Attitudes, Teacher Attitudes, Teacher Strikes
Identifiers—*El Salvador, Plan Basico

Educational Reform in El Salvador is an intensive effort to upgrade and expand the seventh, eighth, and ninth grades. It is built around instructional television, but also includes curricular revision, the retraining of teachers, new classroom materials, and other important elements. 1971 was the third year of the Reform. Two developments made 1971 an exceedingly abnormal year for Educational Reform--the elimination of tuition for grades 7, 8, and 9 increased the school population by 35% and a teachers strike disrupted schools for two months. To the extent possible this report attempts to compare the third year with previous years of the reform and to discern the effects of the broadened school population and the strike on the Reform. The effects on students, teachers, and on parent's aspirations for their children are reported, along with a brief administrative history of the Reform. (JY)

ED 062 780 EM 009 777
Moloney, James Michael
An Investigation of College Student Performance on a Logic Curriculum in a Computer-Assisted Instruction Setting.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—TR-183
Pub Date 28 Jan 72
Note—99p.; Psychology & Education Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Complexity Level, *Computer Assisted Instruction, *Logic, Multiple Choice Tests, Problems, *Problem Solving, *Teaching Techniques
Identifiers—LIS, Logic Instruction System

The objective of this study is to identify some of the structural features of an elementary logic curriculum which affect logic problem difficulty. The system under review is a computer-based logic instructional system (LIS) at Stanford University. Four modes of problem presentation--multiple-choice, truth-analysis, counterexample, and derive--are described. Various empirical measures of problem difficulty and measures of problem structure (including structural variables, standard proof variables, and sequential variables) are considered. The performance of college students using the system is analyzed, and variables which contribute to the difficulty of a problem are identified. (JK)

ED 062 781 EM 009 781
Arundale, Robert B.
Learning to Deal With Process in the Study of Communication: A Guide to Information.
Pub Date 19 Apr 72
Note—21p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Communication (Thought Transfer), *Conceptual Schemes, *Guides, Information Science, *Information Theory, *Research Methodology
Identifiers—*Process

Many scholars engaged in the study of human communication have indicated the need for a "-process orientation" in theory and research. But relatively little work exists which has actually made use of the concept of process. This paper attempts to act as a guidebook to sources of information of potential use to the scholar interested in learning to deal with the concept in

theory and research on communication. Included are both a general guide to sources and a specific guide to information on process in theory, design, measurement, and analysis. (Author)

ED 062 782 EM 009 789
Allen, Richard K.
The Field Manager as Change Agent: A "New Think" Approach to an Old Training Problem.
Central Michigan Univ., Mount Pleasant.
Pub Date 19 Apr 72
Note—10p.; Paper presented at the International Communications Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Change Agents, Changing Attitudes, *Management, Management Development, *Management Education

The focus of this paper is methods for training middle and lower managers, especially those in the field. It is helpful to regard those managers as change agents who must implement decisions coming from the top of the organization, usually in an authoritarian way. Periods of change in an organization can be the time for most effective development of managerial talents takes place. For such development, a well-designed training program is essential. A good program has these characteristics: 1) it provides for the learner's active participation; 2) it provides the trainee with knowledge of results of his attempts to improve; 3) it allows transfer of skills from training period to job; 4) it reinforces the trainee for appropriate behavior; 5) it provides for practice and repetition when needed; 6) it motivates the trainee, and 7) it assists the trainee in his willingness to change. The best training programs are those which regard the field manager as a change agent and shows him communication strategies appropriate to change agents. Training programs for Peace Corps volunteers and agricultural extension agents could be modified for management training. (JK)

ED 062 783 EM 009 790
Tedrick, William E.
A Mass Media Profile of Agricultural Scientists at Texas A&M University.
Texas A and M Univ., College Station.
Pub Date 19 Apr 72
Note—23p.; Paper presented at the International Communications Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Research Projects, Audiences, Experiment Stations, Information Dissemination, Mass Media, *Occupational Surveys, *Publicize, *Researchers, Role Perception, Surveys
Identifiers—*Texas Agricultural Experiment Station

The way in which agricultural scientists of the Texas Agricultural Experiment Station research staff pereive aspects of the uses and importance of the mass media in communicating their research work was surveyed. The profile developed from the 65 responses to the survey shows that agricultural scientists place only moderate importance on mass media as a communication tool to further their research work. They devote an average of 2.6 percent of their professional time to mass media communications but feel that they should spend more time on this task. Their highest priority audience is specialists and teachers who use the results of their work. The general public is a low priority audience. Although they tend to distrust somewhat their coworkers who use the mass media extensively, they qualify this attitude by saying each case should be considered individually. About 50 percent feel they should be evaluated on their use of mass media as well as on their contribution to professional and technical journals. They put high trust in farm magazines and low trust in newspapers. They are not very sure about the present state of their professional image. (Author/JK)

ED 062 784 EM 009 791
Haroldsen, Edwin O. Blake, Reed H.
Transmission of News in the Turkish Village.
Brigham Young Univ., Provo, Utah. Dept. of Communications.
Pub Date 21 Apr 72
Note—13p.; Paper presented at the International Communications Association Annual Convention (Phoenix, Arizona, April 21-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Informal Organization, *Information Dissemination, Information Theory, Social Influences, Social Relations
Identifiers—Turkey, *Two Step Flow

In the traditional Turkish village, the coffee house acts as a modern-day parish pump in news transmission. Within the coffee house, there is evidence of a two-step flow of communication. The role of the influential person in this study is the same as that in other studies: as a mediator and interpreter of news. In social characteristics, however, there are some differences. Taken together, the coffee house and the influential person can be viewed as a communication relay channel. This relay channel displays characteristics of both an oral and a media communication society. (Author)

ED 062 785 EM 009 794
Blake, Reed H.
Medio Communication: A Conceptualization.
Brigham Young Univ., Provo, Utah.
Pub Date 19 Apr 72
Note—8p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Conceptual Schemes, *Information Theory, *Intercommunication, Mass Media, Telecommunication
Identifiers—*Medio Communication

The classification of communication activity into interpersonal and mass communication is inadequate. A third category, "medio" communication, is also needed. Examples of this third type include point-to-point telecommunication (such as the telephone or mobile radio), surveillance telecommunication, and closed-circuit television. Medio communication shares characteristics of both interpersonal and mass communication. Like the former, the audience is usually small in number. The message is not public. The interaction pattern is fairly unstructured. Like mass communication, the audience can be heterogeneous and be spatially distant. The message is transmitted rapidly, and the channel used is usually expensive. Also, a technical instrument is used for message transmission. As one moves from interpersonal to medio to mass communication, the following characteristics appear: 1) the audience per communicator becomes larger; 2) the message becomes less specialized and more public; 3) the cost is higher; 4) the opportunity to participate diminishes; 5) there is less feedback; 6) there are more taboos in what is said. (JK)

ED 062 786 EM 009 795
Blake, Reed H.
An Investigation of the Composition of Interpersonal Communication Networks.
Brigham Young Univ., Provo, Utah.
Pub Date 6 May 70
Note—21p.; Paper presented at the International Communication Association Annual Convention (Minneapolis, Minnesota, May 6-9, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Informal Organization, Information Sources, Information Theory, *Intercommunication, *Verbal Communication
Identifiers—*Two Step Flow

Drawing on research by the author, this paper analyzes the composition of the interpersonal communication networks (auxiliary channels) which are pervasive in human society. These networks tend to be 1) primary in nature, containing four members from primary relationships and one from a secondary relationship, and 2) reflective of neighborhood and occupational lines. Central communicators tend to be 1) people, or those auxiliary to them, to whom others go for services, 2) whose service is performed in a relatively short period of time, 3) who can have more than one person at a time on the premises, either waiting for or performing the service simultaneously, and 4) of either sex and 5) of any age above 18. There were no distinguishing characteristics between high participating central communicators and low participating central communicators. Several social characteristics of the central communicator parallel those of the influential in communication literature. (Author)

ED 062 787 EM 009 800
Meierhenry, W. C.
Survey of Public Television Station Managers-1972.
Nebraska Univ., Lincoln. Media Research.
Spons Agency—Public Broadcasting Service, Washington, D.C.
Pub Date Mar 72
Note—166p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Broadcast Television, *Educational Television, Feedback, Producer Services, *Programing (Broadcast), Television, *Television Surveys
Identifiers—PBS, *Public Broadcasting Service

The Public Broadcasting Service (PBS) in order to obtain feedback about its programming, conducted an extensive survey of PBS television station managers which secured information about programming, system use and development, and PBS departmental evaluation. The general consensus was that programs were better balanced and developed than station managers felt they had been in a previous survey, and that there was interest in the development of new programs for teenagers, low income populations, and consumers. Also, station managers generally felt that the PBS staff was attentive to inquiries if a little slow in responding, and that they understood PBS operations sufficiently well to know the correct individual to contact for either routine business or emergencies. They indicated mixed feelings about the usefulness of information distributed to stations by PBS and about the use of advertising. (Author/SH)

ED 062 788 EM 009 801
Schwartz, Louis Woods, Robert A.
A Marriage Proposal: Cable Television and Local Public Power.
American Public Power Association, Washington, D.C.
Pub Date 72
Note—9p.
Available from—American Public Power Association, 2600 Virginia Avenue, N.W., Washington, D.C. 20037 ($1.50)
Document Not Available from EDRS.
Descriptors—*Cable Television, Community Antennas, *Community Control, *Utilities

Two articles reprinted from "Public Power" discuss the present state of cable television (TV), its future prospects, and the opportunities offered municipal utilities by cable TV. The proposal is that local publicly-owned electric utilities meet the requirements of the Federal Communications Commission (FCC) for cable TV ownership and have the technical competence to build and operate such a system. The experiences of over fifteen municipally-owned cable TV systems are cited to show the directions such an enterprise might take and to estimate the cost of entering the cable market. (JY)

ED 062 789 EM 009 803
Colton, Frank V.
Effects of "Time-to-Task" Data on Performance in a College Media Course.
Kentucky Univ., Lexington.
Pub Date 18 Apr 72
Note—23p.; Paper presented at the Association for Educational Communication and Technology Annual Meeting (Minneapolis, Minnesota, April 16-20, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Educational Technology, *Individualized Instruction, Instructional Media, Peer Groups, *Peer Teaching, Tutoring

Within the framework of individualized instruction, a study explored: 1) the effects on performance when students either know or do not know how much time it has taken others to complete the same task, and 2) the importance of the concept of "peer tutor." Students enrolled in two sections of a class in utilization of educational media participated as subjects in the study; they were randomly assigned to either a group which received average "time-to-task" information for each task or a group which did not receive such information. The total amount of time taken by each group to complete each task of a component, and the grades received by each group were computed and the resultant means compared. Profile scores for each student were compiled, and students also indicated the names

of two peers in the class who had been most helpful in achieving objectives. Results did not support the hypothesis that giving students time-to-task data would help their performance. However, the study showed a high positive correlation between a student's performance and his success in the eyes of other students as a peer tutor. (SH)

ED 062 790 EM 009 821
Yelsma, Paul Yelsma, Julie
Living-Learning-Communicating.
Pub Date 19 Apr 72
Note—24p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 10-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cocurricular Activities, College Housing, *College Programs, *College Students, *Dormitories, *Student Interests
Identifiers—*Hartwick College

More use could be made of the college residence hall as a learning laboratory. Residence hall programs can facilitate cultural and psychological growth. At Hartwick College in Oneonta, N.Y., a questionnaire was devised to survey student, faculty, and administrative needs relating to residence hall activities. Using the results of the survey, these courses were chosen to begin the programs: human sexuality (including marriage and communications in the family); social problems today; interpersonal relations and group dynamics laboratory, and outdoor survival. Many of the topics chosen rely on a better understanding of communications. Although formerly, the emphasis in them would have been on psychology and sociology, today the communications area of speech is recognized as having an important bearing on them. (Author/JK)

ED 062 791 EM 009 832
Feshbach, Seymour Singer, Robert D.
Television and Aggression.
Pub Date 71
Note—186p.
Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($8.50)
Document Not Available from EDRS.
Descriptors—Adolescents, *Aggression, *Catharsis, Emotional Development, Hostility, Males, Self Expression, Social Behavior, Television Research, *Television Viewing, Viewing Time, *Violence

While violence on television may serve as an instigation or model for real life violence, there may be other, more positive effects of violent portrayals, such as entertainment or catharsis of hostile feelings. A study was conducted to assess the effects of violent television in natural settings with preadolescent and adolescent boys. For a six-week period, controls were instituted in seven institutions over television viewing behavior, so that the 625 boys who participated were exposed to programs which were either predominately aggressive or nonaggressive in content. Changes in aggressive attitudes resulting from the differential television exposure were assessed through the use of pretests and posttests, and indices of each child's aggressive behavior were created from ratings made by a house parent, supervisor, teacher, or proctor. In spite of some methodological limitations, such as the necessity of including a violent program in control group viewing lists at three of the institutions because of strong objections from subjects, the experimental results appear to suggest that exposure to aggressive content in television did not produce an increment in aggressive behavior, and that in certain types of boys, aggressive behaviors decreased. (SH)

ED 062 792 EM 009 834
The Visual Artist and the Law.
Associated Council of the Arts, New York, N.Y.
Pub Date 71
Note—100p.
Available from—Associated Councils of the Arts, 1564 Broadway, New York, N.Y. 10036 ($9.00 hardcover, $4.00 paper)
Document Not Available from EDRS.
Descriptors—*Artists, *Copyrights, Laws, Legal Aid, *Legal Problems, Publishing Industry

The legal problems of the visual artist are considered; the term "visual artist" here means any creator of a work of painting, drawing, graphic art, sculpture or commercial art. The legal questions considered include copyright; the relationship between artists, galleries, publishers, and museums; studio sales; and commissioned works. A discussion of the tax problems of the artist includes ways to treat deductions for income tax purposes and to plan estates. Laws concerning flag desecration, obscenity, the rights of privacy and fair comment which affect the content and structure of art works are spelled out. Some miscellaneous legislation in the field is also discussed, and organizations providing legal assistance to the artist are listed. (JY)

ED 062 793 EM 009 835
Cable Communications and Social Services.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date 71
Note—59p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Community Antennas, Community Services, Family Counseling, Handicapped, Home Management, Job Placement, Job Training, Rehabilitation, *Social Services
Identifiers—CATV, *Sloan Commission on Cable Communications

Some of the ways in which cable communications may affect society's ability to help individuals who, in one way or another, are less fortunate than most are explored. The services contemplated here include job training and placement, family counseling, rehabilitation, and home management assistance. The proposed audience would include those who are blind, deaf, crippled, elderly, very young, and/or poor. A model of a cable-based communication system for a metropolitan area of one million people demonstrates the types and amounts of social service such a system could deliver. The specific needs of each of the target populations for such service are explored in more detail. The economics of social service delivery by cable are discussed, and some of the important questions to be answered before developing such a system are raised. (JY)

ED 062 794 EM 009 836
Price, Monroe E.
Content on Cable: The Nascent Experience.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Sep 70
Note—50p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Federal Programs, *Programing (Broadcast)
Identifiers—Community Access, *Sloan Commission on Cable Communications

Critics of television hope that cable television will broaden the scope of programming to include more diversity, more news, more local programming, more visibility for minority groups, and greater use of the medium for the presentation of contending views. This paper reviews what now exists and what is being planned in an effort to determine the viability of this hope. It looks at the regulatory framework in which experiments in origination have been and will take place; at a typology of origination efforts; at government and foundation efforts to encourage experiments in origination; and at possible courses of inquiry of the Sloan Commission and its staff. The general feeling of the paper is that the outlook is not bright for broader programming; the few promising experiments are only in the planning stages awaiting funding. (JY)

ED 062 795 EM 009 837
Schlafly, Hubert J.
The Real World of Technological Evolution in Broadband Communications.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Sep 70
Note—44p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Community Antennas, *State of the Art Reviews, *Technological Advancement
Identifiers—CATV, *Sloan Commission on Cable Communications

The current state (in 1970) of cable television systems is discussed under headings of head end, distribution, home terminals, system performance and standards with close attention paid to the technology involved. In summing up new system planning, the review considers channel expansion, channel reuse, two way cable, local distribution services and integrated circuit technology. Looking slightly further into the future under proposed systems, the potentials of subscriber response services, communications satellites, and lasers are discussed. It is the author's contention that unpredicted advances in related technological fields make the five to ten year growth pattern for cable television not subject to technological limitations; the controlling factors will instead be public need, the incentive and foresight of cable entrepreneurs, the opposition of established communications media, and the decisions of regulatory bodies. (RH)

ED 062 796 EM 009 838
Crichton, Judy
Toward an Immodest Experiment in Cable Television: Modestly Produced.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Mar 71
Note—28p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, *Community Control, Community Involvement, *Community Services, *Consumer Education, Home Management, *Programing (Broadcast), Social Change, Social Responsibility
Identifiers—Catv, *Sloan Commission on Cable Communications

The new capability of cable television (CATV) to provide relevant programming to local communities should be recognized so that inner city consumers can be provided with direct, personal information--warning, comparative prices, and the sense that someone cares. At least one channel should be devoted as a key to these services, with other channels providing more in depth coverage. The staffing of the system should grow out of the community itself, and programming should serve the community's needs. Some program concepts which might be included are a general home show designed for the inner city housewife, a program on credit and installment buying, programs which demonstrate how people can use government, and other programs which might cover such areas as courts and legal systems, insurance, medicine, health and nutrition, children, housing, price levels, opportunities outside the ghetto, over-commitment in buying, utility companies, and environmental protection. It is most important in developing such community programming where names will be named and specific products and practices endorsed that the responsibility for accuracy as well as candor is recognized. For this reason, it would probably be best to have an independent group providing supervision for research and decision-making. (SH)

ED 062 797 EM 009 839
Mayer, Martin
Cable and the Arts.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Mar 71
Note—30p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Economic Factors, *Fine Arts, Programing (Broadcast), *Technological Advancement
Identifiers—Channel Capacity, *Sloan Commission on Cable Communications

Television has been less hospitable to the arts in the United States than in other parts of the world, although there have been some efforts to provide the public with some artistic forms of entertainment. If the reason that the arts have been largely neglected on television is its limited channel capacity that democracy must devote to more popular entertainment, then the multichannel cable solves that problem. However, there are still the problems of producing and financing fine arts programing. Some of the ways that these missions can be accomplished include pay-TV, setting up cable as a technical variant of broadcast programing with programs supported by advertisers, and cable programing as a gift to cable subscribers. An obvious source of arts programing which has not been taken advantage of is the university--and it seems clear that the talents of the amateur performer should be used to help reduce the economic problems of production. Finally, there may be something to be said for different approaches to fine arts programs, such as the counterculture's use of videotape. (SH)

ED 062 798 EM 009 841
Roud, Richard
Cable Television and the Arts.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date 15 Mar 71
Note—38p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, *Cable Television, *Fine Arts, *Technological Advancement, *Television
Identifiers—*Sloan Commission on Cable Communications

Although television presentations of theater, ballet and opera often lose something of the original, it can equally well be argued that almost any presentation of these arts on television provides large number of people with some access to arts which would otherwise be inaccessible. In addition, even though direct presentations of many works of art suffer from the translation to television, it is possible for talented people to creatively adopt classics to the medium of television. In fact, television, especially cable television, and perhaps two-way cable television in particular, may have its greatest potential as a new creative medium for works of art, rather than as serving existing arts. Finally, cable television provides sufficient channel capacity that larger numbers of educational and informational programs about the arts will become feasible. For all these reasons, then, the onset of cable television provides a golden opportunity for an expansion of the arts and their public. (RH)

ED 062 799 EM 009 842
Chayes, Abram
The Impact of Satellites on Cable Communications.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date May 71
Note—31p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, Communication Satellites, Community Antennas, Educational Television, Instructional Television, Programing (Broadcast), Telecommunication
Identifiers—CATV, *Sloan Commission on Cable Communications

Two recent developments in communications satellite technology may speed the coming of cable TV (CATV) networks. First, increases in satellite power are reducing the cost of ground stations. Second, a connection between one ground station, the satellite, and any other ground station is no longer necessarily fixed. Now one station can communicate with another, and then have the circuit switched or reconnected to some other station. Lower-cost ground stations could make possible a multi-channel network of broadcast receiving stations. Circuit switching could make possible a switched two-way communication network that would allow a group of CATV systems to interconnect for special interest programs at any time. A proposal to start building such a system has been made by Hughes Aircraft. It calls for two 12-channel satellites, a number of receive-only earth stations, and two two-way stations to transmit to any of the others. Two steps may be taken to improve program quality and reduce centralized program control: 1) require the operator to donate some capacity to a free national instructional TV network; 2) authorization for operation should require experimentation and be for a limited time only. (MG)

ED 062 800 EM 009 843
Cranberg, Gilbert
Cable Television and Public Safety.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date May 71
Note—41p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, *Crime, Fire Protection, Information Dissemination, *Publicize, *Safety, *Technological Advancement, Traffic Safety
Identifiers—CATV, Public Safety, *Sloan Commission on Cable Communications

One of the most promising applications of cable television (CATV) is municipal surveillance of public areas for protection against crime, fire detection, control of air pollution, and traffic. Thus far, however, the CATV industry has made minimal efforts to realize the potential of CATV for community protection--the use of cable for public safety purposes has been confined to a handful of communities. For example, several Florida CATV systems operate weather bureau hotlines, Kansas has an "Emergency Alert" channel which is often used for locating lost or runaway children, a station in West Virginia has devised an efficient fire alert and public address system, closed circuit street surveillance and burglar alarm systems have been initiated in Olean, New York, and apartment house surveillance systems have been installed in Sarasota, Florida. These modest applications of cable technology for public safety purposes make it evident that considerable innovating and technological development will be necessary for some of the predictions for its use to be realized. Further, consideration will have to be given to psychological and social consequences of applications such as intense police surveillance of high crime areas. It is clear, however, that the medium holds considerable promise for public safety improvement. (SH)

ED 062 801 EM 009 844
Pemberton, John de J., Jr.
Forseeable Problems in a System of Maximum Access.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date May 71
Note—43p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, *Community Antennas, Legal Problems, Legal Responsibility, *Policy Formation, *Technological Advancement
Identifiers—Access, CATV, Channel Capacity, *Sloan Committee on Cable Communications

A maximum-access cable television system will eliminate some legal and regulatory problems and introduce others. The operator of a system will no longer be responsible for and in control of what is transmitted over his system. With access unlimited and unrestricted, such regulations of content as the "fairness doctrine" and "equal time" become unnecessary, although "right to reply" will still be necessary; new rules must be derived to deal with it in the new situation of unlimited access. Origination by persons or groups who are too poor or too controversial to obtain access in the current system raises the problem of financial and legal responsibility for injury which their broadcasts might cause. However, the narrowing scope of libel, sedition and pornography laws, home console "locking" against certain types of programs, and free access for reply all lessen this problem. A system of compulsory insurance could cover the remaining cases. Finally, privacy will be a difficult problem with free-access cable systems, but as it becomes a problem for everyone, the law will develop to guard privacy. (RH)

ED 062 802 EM 009 845
Kahn, Ephraim
Commercial Uses of Broadband Communications.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Jun 71
Note—57p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business, *Cable Television, Community Antennas, *Computers, Facsimile Transmission, Microwave Relay Systems, Networks, Telecommunication, *Telephone Communications Industry
Identifiers—*Broadband Communications, Sloan Commission On Cable Communications

The need for commercial communications is expected to grow substantially in the future. Whether telephone companies meet most of this demand seems to depend on three major factors: regulatory actions, the development of alternative technology, and the telephone companies themselves. The Federal Communications Commission is considering requiring cable systems to build in two-way communications capability. If this is done, cable companies will want to sell services that take advantage of this capability. The growth of cable television runs some risk of being aborted by new methods of over-the-air broadcasting, said to be capable of increasing the number of TV bandwidth channels and involving far less costly transmitting equipment than existing VHF-UHF stations. The telephone companies are attempting to meet the demand for better data transmission lines. To the extent that they must use their capital to upgrade voice communication lines, instead cable systems with two-way capability may be strong competitors for data transmission business. (Author)

ED 062 803 EM 009 846
Reid, Alex
New Directions in Telecommunications Research.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Jun 71
Note—62p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cable Television, City Planning, Communications, Human Engineering, Information Systems, Information Theory, Man Machine Systems, *Media Research, *Research Needs, *Telecommunication, Telephone Communications Industry
Identifiers—*Sloan Commission on Cable Communications

Telecommunications research has been focused mainly on technology. Now research about the human factors is crucial. This can be divided into four areas. (1) The needs telecommunications must satisfy--needs can be extrapolated from current behavior. (2) The technological alternatives available--important developments are being made in transmission and switching equipment and user terminals. (3) The effectiveness of the alternatives for meeting the needs--studies should combine the laboratory and outside world and should focus on typical consumers as well as business users. (4) The secondary effects--impact studies are difficult and usually begin after the impact has been felt. An impact study approach can be to ask what constraints would be loosened by the presence of a technological development. For example, lower cost telecommunications would remove one constraint on long distance calls and could lead to new group associations. Several disciplines are relevant to research that is needed, including information theory, management studies, psychology, sociology, urban and regional planning and geography. (MG)

ED 062 804 EM 009 847
Kestenbaum, Lionel
Common Carrier Access to Cable Communications: Regulatory and Economic Issues.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Aug 71
Note—39p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Industry, Broadcast Television, *Cable Television, *Community Control, *Economic Factors, Federal Legislation, Government Role, Mass Media, Programing (Broadcast), *Technological Advancement
Identifiers—CATV, Common Carrier Access, *Sloan Commission on Cable Communications

The implications of cable television (CATV) common carrier access and economic and regulatory issues associated with it are examined in this paper. The first section provides a discussion of the feasibility and legal basis of common carrier access; the next section contrasts common carrier access with existing over-the-air television broadcasting systems; a third section examines assumptions about channel availability for common carrier access; and the next two sections over rates and costs of access and costs of programming and services. A sixth section deals with cable system interests conflicting with common carrier access and includes discussions of cable systems as originators and cable system liability. The final section considers some implications for pending issues in the cable field, such as ownership, commercial substitution and local broadcasting, and CATV support for noncommercial broadcasting. (SH)

ED 062 805 EM 009 848
Pool, Ithiel de Sola Alexander, Herbert E.
Politics in a Wired Nation.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Sep 71
Note—76p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Community Antennas, *Government (Administrative Body), *Politics, *Social Change, *Technological Advancement, Television
Identifiers—*Sloan Commission on Cable Communications

The implications for American politics, public affairs broadcasting, and new reporting under different sorts of cable television (CATV) systems are considered in detail by this report. The authors believe that a contract carrier system is the most desirable, since it makes broadcast time most freely available and prevents the cable franchise owner from acquiring undesirable political influence and conflicts of interest. The report maintains that a multiplicity of channels will lead to a highly fragmented audience, with political material going mostly to very small audiences; secondly, the fragmented audience will have to be organized, and this will lead to a revitalization of grass roots organizations and local politics; finally, as politics becomes increasingly localized, public attention might be drawn away from its current focus on national problems. Consequently, the report suggests that a federal channel be provided as part of all CATV systems so that national information, which otherwise might be too expensive for local franchises to offer, will still be available to the public. (RH)

ED 062 806 EM 009 849

McGowan, John J. And Others

Prospects and Policies for CATV.

Alfred P. Sloan Foundation, New York, N.Y.

Pub Date Sep 71

Note—64p.; Report of the Sloan Commission on Cable Communications

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Business, *Cable Television, *Community Antennas, Federal Legislation, Financial Support, Television

Identifiers—Federal Communications Commission, *Sloan Commission on Cable Communications

Any notion that Community Antenna Television systems (CATV) could be a major instrument for change is predicated on its widespread use. It is also predicated on the assumption that CATV can yield profits in excess of those necessary to induce CATV investment, or a "surplus." Unless CATV could potentially generate high profits, no surplus will be available to finance new services. Based on an examination of existing CATV operations and a hypothetical nationwide operation, an analysis suggests that a completely unfettered cable environment (one unhampered by Federal Communications Commission (FCC) restrictions) would generate a substantial surplus of revenues over true resource costs to society. One possible use of the surplus is simply to permit unregulated cable development, by "bribing" various interests, the FCC, the broadcasting industry, local government, and program producers, not to fight development. Another use is the purchase of certain non-remunerative services, such as providing public broadcasting with free access to channels. Finally, part of the subscription cost could be refunded to the viewer. (JK)

ED 062 807 EM 009 854

Case Studies of Auditing in a Computer-Based Systems Environment.

General Accounting Office, Washington, D.C.

Spons Agency—Comptroller General of the U.S., Washington, D.C.

Pub Date Jun 71

Note—286p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Accounting, *Business Administration, *Computer Oriented Programs, Computer Programs, *Computers, Data Processing, *Federal Government, Information Processing

Identifiers—*Auditing

In response to a growing need for effective and efficient means for auditing computer-based systems, a number of studies dealing primarily with batch-processing type computer operations have been conducted to explore the impact of computers on auditing activities in the Federal Government. This report first presents some statistical data on computers in the Federal Government, and then summarizes the results of the studies in three sections. The first section covers those studies dealing with internal auditing of computer-based systems and attempts to determine whether effective independent reviews and appraisals are being made. The next section covers system documentation to determine whether current and complete documentation is maintained; the final section examines the use of computer techniques to audit computer-based systems to assist other Government auditing organizations in checking computer-based systems. Extensive appendices provide more detailed information on auditing procedures. (Author/SH)

ED 062 808 EM 009 862

A Catalogue of Wallcharts. Seventh Edition.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jan 72

Note—171p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M OAL, England

Document Not Available from EDRS.

Descriptors—*Catalogs, *Charts, Display Panels, Graphs, *Instructional Aids, *Visual Aids

Identifiers—*Flannelgraphs

The aim of this catalogue of wallcharts is to provide a list of charts and flannelgraphs suitable for use in schools so that teachers, education authorities, and others may have on hand a concise reference to all charts available on any particular topic. All charts of specific teaching value designed especially for wall display and at least 10 inches by 15 inches in size are listed, as well as sources for obtaining maps, posters, and supplementary display materials. The charts are listed under subject categories, and information is provided about size in inches, price (in Great Britain), age range, and the name of the distributor. Complete addresses for the British producers and distributors are presented at the end of the catalogue. (Author/SH)

ED 062 809 EM 009 871

CET; Center for Educational Technology, Trenton, N.J.

Center for Educational Technology, Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date 72

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Conferences, *Educational Technology, *Information Dissemination, Institutes (Training Programs), *Instructional Media, *State Agencies, Teachers, Workshops

Identifiers—CET, *New Jersey Center for Educational Technology

The New Jersey Center for Educational Technology (CET) has three basic priorities: to disseminate information, to coordinate effort, and to reorient school personnel. In its dissemination efforts, CET has published a series of "consumer" newsletters which define the assets and liabilities of different educational media. In addition, it is sponsoring state-wide conferences for the purpose of identifying promising educational uses of technological capability, and employing strategically placed model centers to demonstrate how various types of technology can be effectively integrated with instruction. CET is also involved in coordinating already existing media programs and is planning a survey of media resources in New Jersey schools. The Center also intends to initiate appropriate preservice and inservice education programs for teachers and administrators to orient them toward the use of educational technology. (Appended are releases about CET-sponsored conferences and examples of CET newsletters.) (SH)

ED 062 810 EM 009 873

Weil, Dorothy I., Ed.

The American Film Institute's Guide to College Film Courses, 1971-72.

American Film Inst., Washington, D.C.

Spons Agency—American Library Association, Chicago, Ill.

Pub Date 71

Note—192p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($3.50)

Document Not Available from EDRS.

Descriptors—College Curriculum, *College Programs, Colleges, Course Content, Course Descriptions, *Directories, *Film Study, Financial Support, *Guides, Universities

Serving as a useful reference tool for those interested in college film courses and in the audience for film scholarship, this guide lists 427 colleges and universities offering courses in film. It contains extensive information on the 96 schools where students can major in film. The institutions are listed alphabetically under states, and information for each entry is provided which includes number of stdents enrolled; degrees offered; distinctive programs, opportunities, scholarships, and assistantships available; names and positions of film faculty members; and a summary paragraph describing the philosophy, aims, priorities, and intent of the curriculum. Also given for each school is a listing of all film courses and seminars with the course title, number of credits offered, average enrollment, number of times it is offered each year, and whether or not it is a graduate or undergraduate course. Rankings in order of importance to the department of different aspects of the subject of film are also provided for each school, and separate listings of schools offering teacher training courses in film study and of schools by degrees offered conclude the guide. (Author/SH)

ED 062 811 EM 009 874

Kelly, Edward F.

Extending the Countenance: A Comment for Evaluators.

Syracuse Univ., N.Y. Center for Instructional Communications.

Pub Date Apr 72

Note—6p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-21, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Evaluation, *Evaluation Criteria, Evaluative Thinking, *Program Evaluation

The purpose of developmental evaluation is to guard against over-simplification. Three questions which the evaluator may ask to help accomplish this task are: 1) What are the conditions under which the project will have to exist? 2) What are the activities or transactions that will have to take place if the project is to be successful? 3) What outcomes, both intended and unintended, are the logical consequences of the project? (JK)

ED 062 812 EM 009 875

Educational Technology and the Developing Countries, A Handbook.

Academy for Educational Development, Inc., New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 72

Note—194p.; Draft of March 15, 1972

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annotated Bibliographies, *Developing Nations, *Educational Change, *Educational Technology, Estimated Costs, Facility Case Studies, Instructional Technology, Instructional Television, Resource Guides

Identifiers—American Samoa, Colombia, El Salvador, Mexico, Niger, Singapore

A survey, presented in looseleaf handbook format, reviews a number of ideas about educational development, technology, change, and the improvement of learning. Its primary focus is on the situation in developing countries. The materials presented are largely descriptive--going from theory to planning, and then on to case studies of educational technology in action today. The case studies are of El Salvador, Niger, American Samoa, and more briefly Mexico, Colombia, and Singapore. The results of El Salvador's experience in educational reform using instructional technology are the basis of some projected cost estimates. Sources of information and assistance on educational technology in many countries are listed, and an annotated bibliography of books and periodicals is also provided. (JY)

ED 062 813 EM 009 876

Grayson, Lawrence P. And Others

Man-Made Moons: Satellite Communications for Schools.

National Education Association, Washington, D.C.

Pub Date 19 May 72

Note—48p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Communication Satellites, Computer Assisted Instruction, Educational Planning, *Educational Policy, *Educational Technology, *Teachers, Telecommunication

Identifiers—ATS F

In an effort to prepare teachers for the coming changes in education caused by the rapidly developing communication satellite technology, this monograph offers a non-technical background to this new development. It begins by explaining the importance of such satellites and offers a layman's guide to the technology of satellite systems. It reviews the history of communication satellites and predicts that ATS-F, a NASA satellite scheduled to be launched in 1973, will be the beginning of a boom in satellite use in education. The direct effect of this boom on the classroom teacher is discussed, noting that satellites will bring the power of large, sophisticated computers to students and teachers whether in remote or urban areas. In talking about the problems of the ground links to the satellite, the monograph explains the problems caused by spillover, freeloading, copyright infringement, and institutional cooperation. Several policy questions raised by the use of satellites in education are explored. A glossary and other supplementary material is appended. (JY)

ED 062 814 EM 009 878

Sparks, Kenneth R., Comp.

ABibliography of Doctoral Dissertations in Television and Radio.

Syracuse Univ., N.Y. Newhouse Communications Research Center.

Pub Date 71

Note—119p.

Available from—Syracuse University, The School of Journalism, Newhouse Communications Center, Syracuse, New York 13210 ($3.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Broadcast Industry, *Doctoral Theses, Educational Radio, Educational Television, *Radio, Religion, *Television

The third edition of this bibliography of doctoral dissertations in television and radio lists over 900 titles reported through June of 1970. The dissertations have been grouped into categories such as commercial broadcasting; educational broadcasting; broadcasting and government; broadcasting, politics, and controversial issues; broadcasting as an art form; history of broadcasting; the audience and broadcasting; broadcasting and religion; personalities and broadcasting; international broadcasting, and general studies in communication. Authors are listed alphabetically under appropriate subject matter categories, and the dissertation title, university, and date are provided. An author index is also included, and information about obtaining copies of the dissertations is presented in the foreword to the bibliography. (SH)

ED 062 815 EM 009 883

Urbach, Floyd

The Technological Applications Project.

United States International Univ., Corvallis, Oreg.

Pub Date 19 Apr 72

Note—4p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Clearinghouses, *Information Dissemination, *Information Networks, Instructional Materials, *Instructional Systems

Identifiers—TAP, *Technological Applications Project

The Technological Applications Project (TAP) is based on three hypotheses: 1) there are a lot of instructional systems and materials that no one knows about; 2) at least some of what has been created is of the kind and quality that could be used by someone else; and 3) access to these little known materials is difficult in many cases as mechanisms do not appear to exist to permit either access or sharing. In its first survey effort, TAP has found support for these hypotheses, and is presently establishing a dissemination network to provide access to little known or unknown systematically developed learning materials for all age levels and groups that are emerging from individual and project efforts nationwide. (SH)

ED 062 816 EM 009 884

Sanford, Monard G.

Humanizing Technology: Perspectives and Prospectus.

Pub Date Apr 72

Note—10p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, Educational Innovation, *Educational Technology, *Instructional Media, Teaching Methods

Educational media and technology are valuable supplements to books in classroom instruction, and the range of vicarious experience they can provide is itself humanizing. However, technology will not become natural or stimulating for students until it takes its place as a normal part of the classroom. The concerns which people have about technology can be summed up in a series of questions: 1) Are there potential dangers in a society where technological media dominate the school and outside school? 2) What will happen to literacy as our population comes to depend more and more on visual communication? 3) What is the intrinsic role of the technological media? 4) Will the newer technological media become basic rather than supplemental in our schools? 5) Who will be the managers of educational media and what will their role be? (JK)

ED 062 817 EM 009 885

Svara, Ronald

Elements of Individualized Instruction.

Loyola Univ., Chicago, Ill.

Pub Date 10 Apr 72

Note—59p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, *Individualized Instruction, *Junior Colleges, Objectives, Surveys

Identifiers—Moraine Valley Community College

Although many schools claim to make use of individualized instruction, no common definition of this term has been agreed on. The author reviewed definitions of "individualized instruction" in five studies and then surveyed 30 community and junior colleges who claimed to be using this method of instruction to learn what their programs consisted of. It was learned that most programs prescribed objectives, partially set the time of classes, and partially set the location of the media used. The programs did not agree on the location of evaluation of student progress, limits of the test time, or the rate of accomplishment. Tables show characteristics of the various programs. Suggestions for incorporating these elements into the program at Moraine Valley Community College conclude the document. (JK)

ED 062 818 EM 009 886

Jones, Robert Thomas Jones, Joline Nan

The Effect of Multiple Channel Auditory Presentation on Learning.

Worcester State Coll., Mass.

Pub Date Apr 72

Note—14p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Auditory Perception, *Aural Learning, *Cognitive Processes, *Information Processing, Memory, Retention

Retention of verbal material presented in a normal linear manner was compared to retention of the same material presented in simultaneous messages for this study. The subjects were 180 undergraduates, and each was randomly assigned to one of the nine experimental groups formed by combinations of presentation--linear, two simultaneous messages, or four simultaneous messages--and posttest condition--immediate or delayed one week. Results of analyses of the 40-item multiple choice posttest showed that learning occurred under all conditions with the greatest learning in the linear condition and the least learning with four simultaneous messages, and that the difference in amount retained among the three presentation conditions was less as the retention period was longer. Since investigation of the mean scores indicates that performance levels in the three treatment conditions became more similar as time passed, the study lends support to the hypothesis that subjects use a focusing strategy when presented with large amounts of information which initially limits learning but which aids retention. No evidence was found for ear asymmetry or ear order recall, and no significant sex differences were found. (SH)

ED 062 819 EM 009 887

Wells, Russell F. And Others

The Effectiveness of Three Visual Media in Teaching Concepts Involving Specific Attributes in Independent and Traditional Study Formats.

Purdue Univ., Lafayette, Ind.

Pub Date Apr 72

Note—16p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, Conventional Instruction, *Films, Independent Study, *Intermode Differences, Motion, *Photographs, Scientific Concepts, *Slides, Space, *Teaching Methods, Time

Three visual media--sequential still photographs, slides, and motion pictures--were investigated to discover how effectively each of the three help to convey concepts involving time, space, and motion. A total of 594 subjects were selected from an introductory independent-study course in botany and randomly assigned to one of the three presentation modes in either a timed or non-timed format. Analyses of the data from attitude scales and questionnaires which were administered upon completion of the study materials showed that for concepts involving time, mean scores in the movie condition were significantly higher than for both slides and still photographs. However, with concepts involving motion, mean scores in the movie and slide treatments were significantly higher than those in the still photograph condition. For concepts involving space no significant differences were found, although there is a suggestion that still photographs are more effective. No significant interaction between format and presentation mode was found except with concepts involving time, and this difference can be attributed to an artifact. The study demonstrates, then, that the three modes of presentation differ in their ability to convey concepts of time, space, and motion, but that there is no demonstrated superiority of any one form of media in an independent study format. (SH)

ED 062 820 EM 009 888

Van Mondfrans, Adrian P. And Others

Response Requirement and Nature of Interpolated Stories in Retroactive Inhibition in Prose.

Brigham Young Univ., Provo, Utah.

Pub Date Apr 72

Note—11p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Research, Learning Theories, *Memory, Multiple Choice Tests, *Recall (Psychological), Recognition, Retention, Testing Problems

Retroactive inhibition, a loss of memory due to learning other materials between recall and exposure to the original materials, was investigated in relation to prose. Two variables were manipulated in the study: similarity of interpolated stories (dissimilar or similar), and the response requirements (completion-recall or multiple-choice). The 190 students in introductory psychology courses who participated as subjects in the study were randomly assigned to a treatment group; they were given an original and two interpolated stories (which could be similar, both be dissimilar, the first similar while the second dissimilar, or the first dissimilar and the second similar) to read, and tested on (completion or multiple-choice) material contained in the original story. Results showed that retroactive inhibition in prose is greater when interpolated passages are similar to the original passage. Further analyses indicated that when the similar story is the first interpolated story, the same percentage of total errors result from interjections from that story as when it is last. Finally, the subjects responded correctly more often on the multiple-choice test than on the completion test, and tended to make different kinds of errors on the two tests. (SH)

ED 062 821 EM 009 889

Huang, Che-Tsao

A Cognitive Approach for Instructional Media Research.

City Univ. of New York, N.Y. York Coll.

Pub Date Apr 72

Note—19p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Cognitive Measurement, *Cognitive Processes, Concept Formation, *Educational Research, Identification, Instructional Media, Learning Characteristics, Learning Theories, *Problem Solving, *Success Factors

The history of instructional media research is marked by an emphasis on the use of the terminal performance to measure learning. Little attention has been paid to the processes of learning. However, some studies have identified cognitive strategies used in solving problems of concept identification. The task now is to find out the relationship of strategy used and the terminal performance. Preliminary studies have shown that subjects use all of the following six strategies in solving three concept problems: successive scanning, conservative focusing, focus gambling, start-over, multiple, and ambiguous strategies. It appears that increase of the use of the conservative focusing and successive scanning strategies are in direct relationship with the overall performance. But conclusive statements about this are premature, since no direct relationship was found between the overall performance and the use of each strategy. What is significant is that it is experimentally possible to use the type of strategies employed by subjects as another dependent variable in this problem. (JK)

ED 062 822 EM 009 890
Vollan, Clayton J.
Effects of Black and White, Authentic and Contrived Color on Children's Perceptions of Dynamic Picture Content.
Hawaii Univ., Honolulu. Coll. of Education.
Pub Date Apr 72
Note—20p.; Paper presented at the Association for Educational Communication and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Color, *Color Presentation, Intermode Differences, *Motion, *Perception, Teaching Methods, *Visual Perception

A study was devised to determine whether, if color is found superior to black-and-white for communicating dynamic picture content, that superiority can be attributed to the realism of authentic color, or whether that superiority is the effect of the simple presence of color. A sample of 90 sixth grade students were shown slides, half of which depicted dynamic events and half showed static situations. The slides were produced in three versions: black-and-white, authentic color, and contrived color (without the normal color reversal step in production). Subjects were asked to write down what they saw immediately after viewing each picture, and their responses were scored for describing picture content as dynamic or non-dynamic. Results supported the hypothesis that the realism of authentic color communicates dynamic picture content better than either black-and-white or the simple presence of color. (SH)

ED 062 823 EM 009 893
Lewis, Richard F.
Attention to Audio-Visual Media; Some Measurement Techniques.
Syracuse Univ., N.Y.
Pub Date Apr 72
Note—12p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attention, *Attention Control, Educational Research, Films, Learning, Mediation Theory, Phonotape Recordings

Attention has been studied in four major areas of research: 1) an orientation reaction which must be present before an organism can receive stimulation; 2) a mediating response which directs further action to the stimulus being presented; 3) a cognitive or perceptual state in which the organism selects certain stimuli and excludes others; and 4) the relation between a stimulus and a response. Studying attention within the context of those conditions under which an organism will come under the control of certain stimuli, such as a film or audio tape, might be facilitated by studying the manipulation of stimulus conditions and the behavioral effects observed. Stimulus control procedures and techniques currently being used in infrahuman studies are presently being modified for use with human subjects, and a review of the literature suggests that the "conjugate reinforcer system" which provides some measure of responding during a stimulus presentation may be most useful for application in learning situations. (Author/SH)

ED 062 824 EM 009 894
Davies, Ivor K., Ed. Schwen, Thomas M., Ed.
Toward a Definition of Instructional Development.
Association for Educational Communications and Technology, Washington, D.C.
Pub Date Apr 72
Note—91p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Philadelphia, Pennsylvania, March 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, Educational Strategies, Information Processing, *Instructional Design, *Instructional Improvement, *Instructional Programs, Instructional Systems, Teaching Methods, Teaching Procedures
Identifiers—*Instructional Development

A new division of the Association for Educational Communications and Technology (AECT), the Division of Instructional Development (DID), invited papers by five leaders in the field to provide a starting place for defining and exploring instructional development (ID). The first paper argues that definitions are restrictive and should be used only as guidelines, and that ID should employ convergent methodologies. The second paper suggests that ID is a process for improving the quality of instruction, but stresses the importance of human factors in the design and management of an instructional system. A different approach is taken in the third paper--it is argued that ID needs to rest on a solid basis of theory rather than on raw empiricism, and that it can be viewed within the context of information processing. The discussion in the fourth paper centers around the idea that ID is data based by its very nature, and for this reason, its basic assumptions and procedures must be constantly reexamined. The final paper argues that ID is a systematic activity designed to ensure that relevant instructional objectives are realized in the context of an effective learning activity. (Author/SH)

ED 062 825 EM 009 895
Jain, Harish C.
Employee Knowledge of Hospital Compensation Policies and Supervisory Effectiveness.
McMaster Univ., Hamilton (Ontario).
Pub Date Apr 72
Note—13p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Employer Employee Relationship, Industrial Relations, *Knowledge Level, *Supervisory Activities, Supervisory Methods

Many studies have suggested that supervisor performance and employee knowledge of organizational policies are related--that the better supervisors are those who are more sensitive to their communication responsibilities so that they tend to give clear instructions and keep their subordinates properly informed. A study was devised to test this hypothesis. Two hospitals were selected for the study, and questionnaires and interviews were used to collect data from a cross-section of employees on knowledge of hospital compensation policies and ratings of supervisor performance. Results of analyses of the data did not support the hypothesis, although there is some reason to believe that limitations other than a faulty hypothesis may provide explanations for the lack of relationship between employee-perceived supervisor performance and employee knowledge. These limitations might include demographic variables, the abundance of other work-related communication responsibilities of the supervisor, complexities of fringe benefit schemes, and the absence of personalized information regarding benefits. (SH)

ED 062 826 EM 009 896
Ferguson, Mavis B.
Storytelling As a Method of Communicating Information About Other Cultures; An Experimental Study.
Hawaii Univ., Honolulu.
Pub Date Apr 72
Note—5p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Cross Cultural Training, *Story Telling, Teaching Methods

A study was devised to test the effectiveness of storytelling in transmitting information about other cultures. A story containing information about marriage customs and burial traditions in India was presented either by a class instructor, on audio tape, or on video tape to the 47 undergraduate students who served as subjects. Analyses of gains between a prequestionnaire and a postquestionnaire which were administered showed that all three modes of presentation produced significant learning of the material. (SH)

ED 062 827 EM 009 910
McElhiney, Julie S. Plax, Timothy G.
A Quest for Theoretical Significance in Small Group Communication Research: The "Risky-Shift" Phenomenon.
University of Southern California, Los Angeles.
Pub Date Apr 72
Note—8p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Group Behavior, Group Dynamics, Group Relations, *Risk
Identifiers—*Risky-Shift

Operational definitions of two key variables in group communication can provide a theoretical perspective for considering communication behavior in group research: "risk taking," the tendency to prefer long shots with higher payoffs over sure things with lower payoffs; and the "risky-shift" phenomenon, the finding that after group discussion the individual members will recommend a less conservative course of action than they had espoused before. This paper reviews some of the literature relevant to these variables, and recommends guidelines for the use of the "risky-shift" phenomenon as the theoretic rationale for future research. (Author/SH)

ED 062 828 EM 009 913
Toomb, J. Kevin And Others
The Effects of Regional Dialects on Initial Source Credibility.
Illinois State Univ., Normal. Communication Research Center.
Pub Date Apr 72
Note—13p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, *Dialects, Dialect Studies, Females, Males, *Regional Dialects, Sex Differences, Stereotypes
Identifiers—*Source Credibility

A study was designed to measure the effects of regional dialects on the attitude of the receiver toward the source. Four hundred ninety-two subjects who were randomly selected from a basic communication course listened to a speech given by a native of one of five dialect regions (Southern, Northeastern, General American, New York, and Southwestern) and were then asked to complete a semantic differential designed to measure four dimensions of source credibility. Sex of source, sex of respondent, and dialect of the source were the independent variables analyzed. Significant differences were found on all four credibility dimensions for the main effect of regional dialect; for instance, New York and General American dialects were rated significantly higher on competence dimensions than were other dialects. No significant interactions were found between sex and stimulus conditions. It may be that dialects serve as cues to regional stereotypes, although further research in this area is needed. (Author/SH)

ED 062 829 EM 009 914
Toomb, Kevin Divers, Lawrence T.
The Relationship of Somatotype to Source Credibility.
Illinois State Univ., Normal. Communication Research Center.
Pub Date Apr 72
Note—9p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Changing Attitudes, Females, *Human Body, Males, *Physical Characteristics, *Sex Differences
Identifiers—*Source Credibility
A study was designed to measure the effects of the source's body type--endomorph (fat), mesomorph (muscular), and ectomorph (thin)--in relation to his perceived credibility by the receiver. Five hundred subjects were randomly selected from a basic communication course and, in groups of twenty in a classroom setting, were each given a noncontroversial speech in manuscript form together with a picture of an assigned source. After reading the message, the subject then filled out a semantic differential designed to measure four dimensions of source credibility. Besides the three body type conditions, there was a control condition in which the subjects evaluated the source in the absence of a picture. The basic design was replicated for male and female sources. Sex of source, sex of respondent, and the three body type conditions were the independent variables analyzed, and results showed that there were no differences between credibility according to body type, although the ectomorph female was rated highest on the sociability dimension of source credibility. (Author/SH)

ED 062 830 88 EM 009 941
Seibert, Warren F.
Instructional Television: The Best of ERIC.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 72
Contract—OEC-1-7-070-873-4581
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Educational Television, Fixed Service Television, Instructional Television, Televised Instruction, Television, Television Curriculum, Television Research
A computerized search of the information file in the national ERIC system revealed hundreds of reports and papers concerning instruction television; the author chose the most relevant for inclusion in this bibliography. The material is divided into categories: general; bibliographies, literature guides and overviews; national issues; and project reports. In addition, the ten newest papers on instructional television are listed separately. For each document the author, title, abstract, and complete ordering information are provided. (JY)

ED 062 831 24 EM 009 980
Miller, Ruth Hess, Robert D.
The Effect Upon Students' Motivation of Fit Between Student Ability and the Level of Difficulty of CAI Programs.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—RD-84
Bureau No—BR-5-0252
Pub Date Mar 72
Contract—OEC-6-10-078
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attention, *Computer Assisted Instruction, Curiosity, *Educational Research, *Elementary School Students, *Mathematics Instruction, Motivation
A study sought to identify the engaging characteristics of computer-assisted instruction (CAI) and to determine why engagement in CAI programs remains high, whether engagement can be increased experimentally by changing the level of difficulty of the lessons, whether engagement is highest when lessons match the student's level of competence, and whether engagement and disengagement scores are related. Subjects were 40 fourth graders who had been working with a drill-and-practice mathematics CAI program since first grade. Five lessons of varying difficulty were presented to the students. Their behavior while working on the lessons was videotaped and classified. The engaging characteristics of CAI that were identified were: its curiosity provoking aspects, its immediate feedback, its provision of a form of competence testing for the student, and its presentation of lessons matched to the student's level of competence. Engagement was highest on easy lessons and did not begin to drop until the subjects missed more than 20% of the problems per lesson. The maximum point of engagement could not be dteremined. Measures of engagement and disengagement were found to vary somewhat independently. (JY)

ED 062 832 24 EM 009 981
Smith, Ian D. Hess, Robert D.
The Effects of Computer-Assisted Instruction on Student Self-Concept, Locus of Control, and Level of Aspiration.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—RD-89
Bureau No—BR-5-0252
Pub Date May 72
Contract—OEC-6-10-078
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Junior High School Students, *Mathematics Instruction, Mexican Americans, *Remedial Mathematics, *Self Concept
Identifiers—Stanford Drill and Practice Program
The basic question investigated in this study was the effect of the Stanford computer-assisted instruction (CAI) drill-and-practice program in elementary arithmetic when used as remedial instruction, on the self-concept and math attitudes of junior high school students. About 75 percent of the sample of 320 students came from Mexican-American backgrounds. A two-group pretest-posttest design was used. The subjects could not be randomly assigned to treatment and control groups because the CAI program had been operating for several years in the school. The conclusions of this study are: the CAI program promoted realistic attitudes toward math; CAI may be an efficient, effective form of remedial instruction; CAI did not prove dehumanizing, and no across-the-board negative attitudes resulted from the program; there is no best way of presenting educational material to all students. (Author)

ED 062 833 EM 009 989
Holt, John
Freedom and Beyond.
Pub Date 72
Note—273p.
Available from—E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, N.Y. 10003 ($7.95)
Document Not Available from EDRS.
Descriptors—Discipline, Economic Disadvantagement, *Educational Change, *Educational Experiments, Educational Innovation, Educationally Disadvantaged, *Educational Philosophy, Independent Study, *Open Education, Reading Instruction, *Teaching Methods, Urban Environment
In his criticism of existing educational institutions, the author calls for a reform not only of educational institutions, but also of the underlying presumptions of society about the purpose and value of education in general. He explores alternatives to formal schooling, examines the assumption on which our system of universal compulsory schooling is grounded, and offers a variety of educational experiments to remedy the faults he finds. He suggests that in order to give the student the widest and freest possible choice to learn whatever he or she wants to learn, not only open schools and free schools are necessary, but also community learning centers accessible to young and old, flexible school days and school years, and systems of "deschooled" learning networks like those suggested by Ivan Illich. Much of the book is devoted to discussing why the present system of education has had so little success in reaching poor and minority students. (JY)

ED 062 834 24 EM 010 000
Keogh, Richard N.
Instructional Television Programming in the Biological Sciences: A Restructured Format. Final Report.
Rhode Island Coll., Providence.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-A-044
Pub Date 1 Jun 70
Grant—OEG-1-9-08044-0009(010)
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology Instruction, *College Science, *Instructional Television, Student Attitudes, Teaching Methods, *Televised Instruction
Rhode Island College in Providence had a televised biology course from 1964 to 1967. The televised lectures were unrehearsed and delivered without visual aids. Student reaction was so unfavorable that the televised course was discontinued. For the 1968 school year, a series of 64 videotaped lectures were produced, each approximately 35 minutes in length; they were designed to fully exploit the visual advantages of the television medium. Abridged audio-video scripts for each lecture were made available to students so that no note taking would be required. After the televised lectures students spent 15 minutes with an "integration leader" who was supposed to answer questions and integrate course concepts. When students were questioned about the restructed course, it was found that their attitude toward televised biology instruction had shifted from disapproval to over 80% approval. In addition they liked the availability of scripts and the provision for interaction with the integration leader. (JY)

FL

ED 062 835 FL 001 974
Mohr, Peter
Bericht uber den 2. Internationalen Kongress fur Angewandte Linguistik (Report on the Second International Congress for Applied Linguistics).
German Society for Applied Linguistics.; Informationszentrum fur Fremdsprachenforschung, Marburg (Germany).
Pub Date May 70
Note—51p.; Congress held September 8-12, 1969 in Cambridge, England
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, Computational Linguistics, *Conference Reports, Content Analysis, Educational Diagnosis, Instructional Materials, Instructional Technology, Language Ability, Language Handicaps, *Language Research, Learning Difficulties, Lexicography, Literary Analysis, Psychological Studies, *Second Language Learning, Teaching Methods, Testing, Textbook Content, Textbook Evaluation
This report of the 1969 Second International Congress for Applied Linguistics contains summaries of papers and speeches on the following topics: (1) linguistics applied to literary texts, (2) computer analysis of texts, (3) research in the psychology of first language learning, (4) research in the psychology of second language learning, (5) speech research and its applications, (6) technology of language teaching, (7) language teaching materials and methodology, (8) linguistic aspects of language disorders and therapy, (9) lexicography, (10) language test materials, (11) measurement and classification of second-language error, (12) theory of translation, (13) contrastive linguistics, and (14) sociolinguistics. A list of section leaders and a register of participants in the congress are included. (RS)

ED 062 836 FL 002 294
Kristeva, Julia, Ed. And Others
Essays in Semiotics. Essais de Semiotique.
Pub Date 71
Note—639p.; Approaches to Semiotics, No. 4
Available from—Mouton and Co., The Hague, Netherlands ($35.00)
Document Not Available from EDRS.
Descriptors—Anthropology, Bibliographies, Discourse Analysis, Films, Fine Arts, *Language, *Linguistic Theory, Literature, Logic, Painting, Paralinguistics, Philosophy, Religion,

*Semiotics, *Signs, Social Relations, *Symbolic Language

This collection, representing the fruits of recent international work, consists of reprints of articles from the 1967 and 1968 issues of the journal "-Social Science Information." It brings together a variety of studies by semioticians of both East and West--treatments of theoretical and methodological issues of modern semiotics, semiotic analysis of discourse, language, literature, painting, and cinema. The articles appear in either English or French. Sections in the book cover the general topics of theory, linguistics, discourse analysis, anthropology, semiotics of art (literature, painting, film), kinesics, zoosemiotics, and bibliographies. Reports on relevant meetings are also included. (Author/VM)

ED 062 837 FL 002 940

Brod, Richard I.

Survey of Foreign Language Course Registrations and Student Contact Hours in Institutions of Higher Education, Fall 1970 and Summer 1971. Final Report.

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-0-7749

Pub Date Mar 72

Contract—OEC-0-70-3988-823

Note—169p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Colleges, French, German, Italian, *Language Enrollment, Language Instruction, Modern Languages, *National Surveys, Russian, School Statistics, School Surveys, Second Languages, Spanish, State Surveys, Statistical Data, *Statistical Surveys, Tables (Data), Uncommonly Taught Languages, *Universities

This study, the tenth in a series, presents college language registration and student contact hour data for all modern and classical language programs in the United States. The body of the report consists of 24 tables summarizing the data, and a directory of the 2,353 institutions that reported registrations in one or more foreign languages. Summer school data for 1971 programs are also provided. To facilitate the study of trends in foreign language registrations over the 10-year period between 1960 and 1970, registration data from the surveys undertaken in 1960, 1965, and 1968 have been incorporated into this report. An institutional directory is provided. A section on foreign language registrations in institutions of higher education by state and institution for fall 1970 is appended with a sample report form used in the survey. Tables and data are discussed in the introductory section. (RL)

ED 062 838 FL 003 097

Study Abroad, Etude a l'etranger, Estudios en el extranjero: 1972-1973, 1973-1974.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—644p.

Available from—Unipub, Inc., P. O. Box 433, New York, N.Y. 10016 ($6.00)

Document Not Available from EDRS.

Descriptors—Colleges, Cultural Education, Foreign Countries, *International Education, International Organizations, International Programs, Language Instruction, *Reference Materials, *Scholarships, *Study Abroad, Study Centers, Study Facilities, Tourism, Travel, *Universities

This book provides information on scholarships, travel, grants, assistance with fees, internships, international courses, and special courses for foreign students. The programs described are for students of all ages from undergraduate level upwards, for their tutors, advisors, parents, libraries, and reference services. More than 250,000 opportunities for study in more than 100 countries are listed for 1972-73 and 1973-74. The principal sections are: (1) "International Scholarships and Courses Offered by International Organizations" and (2) "International Scholarships and Courses Offered by National Institutions." Names and addresses of the institutions are accompanied by program descriptions and information, when available, concerning financial costs and scholarships. A statistical analysis of students abroad during 1968-69 is included. The guide concludes with an index of international organizations and national institutions. (RL)

ED 062 839 FL 003 100

Levinsky, Frieda L.

Research on Bilingualism.

Pub Date Mar 72

Note—74p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Applied Linguistics, *Bilingual Education, *Bilingualism, Cultural Context, Cultural Education, Curriculum Development, Educational Objectives, English (Second Language), Language Development, Language Instruction, Language Proficiency, *Learning Theories, Linguistic Theory, Relevance (Education), *Second Language Learning, Semantics, Teacher Role, Teaching Methods, Test Reliability

This discussion of bilingualism and second language learning concerns many linguistic considerations that figure in the problem of language instruction. The author reports on current research and on the ideas of several noted linguists. Topics considered in this study are the goals of the bilingual education program, reasons for becoming bilingual, a definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity. Included also are reports of observations in bilingual classrooms and conclusions based on classroom observations. The summary from a national survey of linguistic methodology is provided along with a bibliography. (VM)

ED 062 840 FL 003 102

Bowen, J. Donald

The UCLA-Philippine Language Program, 1957-1966.

California Univ., Los Angeles.

Pub Date Aug 68

Note—158p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum Development, Educational Experiments, *English (Second Language), Foundation Programs, Instructional Materials, Language Development, *Language Instruction, *Language Planning, *Language Programs, Language Research, Language Skills, Program Proposals, Second Language Learning, *Tagalog, Teacher Education, Textbooks

Identifiers—*Philippines

This document discusses in detail the development and operation of a language program implemented in the Philippines, beginning in 1957, with the assistance of the University of California, Los Angeles, through the Rockefeller Foundation. The program faced a number of difficulties including a school system in the process of postwar rebuilding, a complex background of languages with different historical functions, the confusion of an emerging national language seeking its role, and the obvious need for improvement in language teaching. The program was concerned with teacher training in the Philippines, training for second-language specialists both in the Philippines and the United States, production of instructional materials, and research and experimentation. Extensive details of the program proposal and implementation are presented. (VM)

ED 062 841 FL 003 108

Herbert, Charles H., Jr.

The Bilingual Child's Right to Read.

Pub Date Feb 72

Note—12p.; Paper presented at the Claremont (California) Reading Conference, February 4-5, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, *Bilingual Education, Bilingualism, *Children, Concept Formation, Dialects, *English (Second Language), Language Development, Language Programs, Language Skills, Minority Groups, *Non English Speaking, Oral Communication, Reading Instruction, Reading Research, Second Language Learning, Spanish Speaking, Teaching Methods

This document presents some ideas about initial reading instruction in bilingual education. The bilingual programs created in 1969 seek the creation of equal educational opportunities through the use of instruction in a native language to children who speak a language other than English. Such programs attempt to teach two languages concurrently and to deal with subject matter instruction in both languages. The problem of teaching reading skills to accompany the oral language skills is a current topic of research. One reading theory states that the ability to understand what is read depends upon the child's experience with like subject matter as well as his comprehension of the language in which it is written. The "Initial Reading in Spanish" project produced a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in Mexico to read in their native language. Evaluation of student achievement in the experimental use of the Mexican reading instruction methods in the United States indicates success in learning to read in both Spanish and English. (Author/VM)

ED 062 842 FL 003 109

Sancho, Anthony R.

Spanish: A New Approach to Bilingual Programs.

Pub Date 29 Feb 72

Note—9p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, Bilingualism, Child Language, Classroom Techniques, Cultural Differences, *Cultural Education, *Elementary Grades, English, Group Behavior, Language Development, Language Instruction, Learning Activities, Second Language Learning, Self Concept, *Small Group Instruction, Spanish, Teacher Role, *Teaching Methods

The child in the bilingual education situation must be aware of the two languages involved as two separate systems corresponding to the two distinct cultural entities that are part of his environment. The child must learn to separate, yet identify with, each system as a useful and necessary means of communication. The teacher-directed method is being used currently to teach Spanish as part of a bilingual curriculum. According to this method, children receive teacher-directed instruction in Spanish as a native language and Spanish as a foreign language, in bilingual switching, and in rhetoric to teach effective speech in both languages and an awareness of human emotions in both cultures. Another method currently being used is the small group process which groups together children with varied language abilities, backgrounds, and academic skills. It is based on the theory that children from different language backgrounds, if exposed to one another's language in a bilingual setting which encourages and reinforces both languages equally, will develop the second language naturally and easily, while improving the first language. (Author/VM)

ED 062 843 FL 003 112

Parent Questionnaire.

Las Cruces School District, N. Mex.; National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, Bilingualism, Bilingual Teacher Aides, *Children, Community Involvement, Kindergarten, Language Instruction, *Language Programs, *Parent Attitudes, Parent Participation, Program Evaluation, *Questionnaires, Spanish Speaking

This instrument provides questions for determining parental attitudes toward aspects of the bilingual education programs in which their children participate. The questions appear in both English and Spanish. Techniques for administering the questionnaire are suggested along with possible uses of the information. (VM)

ED 062 844 FL 003 113

Educational Attitude Survey.

Healdsburg Union School District, Calif.; National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, Bilingualism, Children, English, Language Instruction, Language Planning, *Language Programs, *Language Role, *Parent Attitudes, Program Evaluation, Public Schools, *Questionnaires, Spanish, Spanish Speaking

This instrument was developed for use with parents of children participating in bilingual education programs. It seeks to determine parental attitudes toward education in general and toward using both Spanish and English to teach courses in public schools. Statements requiring parental agreement or disagreement appear in both Spanish and English. Techniques for administering the questionnaire are suggested along with possible uses of the information. (VM)

ED 062 845 FL 003 114

Muller, Douglas G. Leonetti, Robert

Primary Self-Concept Scale: Girls.

National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Behavior, Bilingual Education, *Females, *Identification (Psychological), *Illustrations, Individual Development, Peer Relationship, Personality Tests, Self Concept, *Self Concept Tests, Self Esteem, Self Evaluation, *Spanish Speaking

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular situations described by the examiners as part of the test. This booklet is designed for girls taking the test. For the version for boys, see FL 003 115; for the test manual, see FL 003 116. (VM)

ED 062 846 FL 003 115

Muller, Douglas G. Leonetti, Robert

Primary Self-Concept Scale: Boys.

National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Behavior, Bilingual Education, *Identification (Psychological), *Illustrations, Individual Development, *Males, Peer Relationship, Personality Tests, Self Concept, *Self Concept Tests, Self Esteem, Self Evaluation, *Spanish Speaking

This booklet of illustrations accompanies the Primary Self-Concept Scale: Test Manual and depicts the behavior alternatives to be chosen by the children as they relate to particular situations described by the examiners as part of the test. This booklet is designed for boys taking the test. For the version for girls, see FL 003 114; for the test manual, see FL 003 116. (VM)

ED 062 847 FL 003 116

Muller, Douglas G. Leonetti, Robert

Primary Self-Concept Scale: Test Manual.

National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior, Bilingual Education, Bilingualism, Identification (Psychological), Individual Development, Kindergarten, Mexican Americans, Peer Relationship, Personality Tests, *Primary Grades, Scoring, *Self Concept, *Self Concept Tests, Self Esteem, Self Evaluation, *Spanish Speaking, *Test Construction, Test Interpretation, Test Reliability, Test Validity

It is the purpose of the test described in this document to provide a procedure for economically evaluating several aspects of self concept relevant to school success. The test was constructed specifically for use with the child of Spanish or Mexican descent in the Southwest, but it is also appropriate for use with children from the Anglo culture. The test consists of 24 items; in each item, the examinee is told a descriptive story about an illustration and is instructed to draw a circle around the person in the illustration that is most like himself. This document includes directions for administering the test, the descriptive stories accompanying each test item, and details on scoring, interpretation, test construction, reliability, and validity. Statistical data and results are also included. For the illustrations used in the test, see FL 003 115 for the boys' version and FL 003 114 for the girls' version. (VM)

ED 062 848 FL 003 117

Ahrens, Patricia

Experiments with an ESOL Reading Laboratory.

Pub Date 28 Feb 72

Note—14p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adults, Educational Experiments, *Educational Strategies, *English (Second Language), Foreign Students, Language Instruction, Language Skills, *Reading Instruction, *Reading Materials, Reading Skills, Reading Speed, Second Language Learning

The reading laboratory has been developed to supplement intensive reading work for adult foreign students developing English-as-a-second-language skills at the American Language Institute. The laboratory is designed to suggest to students that there is a variety of reading tasks and a variety of reading strategies related to the tasks, to offer the individual student an opportunity to practice these tasks and strategies at the level and pace best suited to his own reading ability, and to build reading confidence. Emphasis is placed on reading for information. No undue pressure is put on the student to increase his reading rate as an end in itself. A presentation introducing a new strategy in the laboratory lasts about 30 minutes and is followed by exercises. Finding suitable materials poses the biggest problem; materials must be self-correctional so that students may proceed at their own pace. (Author/VM)

ED 062 849 FL 003 121

Kaplan, Robert B.

The Anatomy of Rhetoric: Prolegomena to a Functional Theory of Rhetoric, Essays for Teachers, Language and the Teacher: A Series in Applied Linguistics, Volume 8.

Pub Date 72

Note—127p.

Available from—Center for Curriculum Development, Inc., 401 Walnut St., Philadelphia, Pa. 19106 ($2.25)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Connected Discourse, Cultural Differences, Educational Strategies, English (Second Language), Grammar, *Language Proficiency, *Language Research, *Learning Theories, Linguistic Competence, Linguistic Performance, Linguistic Theory, Logic, Paragraph Composition, Psycholinguistics, *Rhetoric, *Second Language Learning, *Teaching Methods, Writing

This book provides a discussion of rhetoric and its importance in second language learning in general, with specific remarks on problems in teaching English as a second language. Logic (not in the strictest philosophical sense), the basic rhetoric, is evolved out of a culture; it is not universal. Rhetoric is not universal either. Rhetorical frames should be taught in the second-language curriculum; they may have greater importance in developing linguistic proficiency than the isolated grammatical frames. The book discusses various philosophical and linguistic approaches to rhetoric, psychological factors in language teaching, examples of cultural differences evident in rhetoric, a rhetorical model, some logical considerations, and some pedagogical strategies. (Author/VM)

ED 062 850 FL 003 124

Heringer, James T. And Others

Working Papers in Linguistics No. 11.

Ohio State Univ., Columbus. Dept. of Linguistics.

Pub Date Feb 72

Note—174p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Deep Structure, *Descriptive Linguistics, Diachronic Linguistics, Grammar, *Language Research, Language Universals, *Linguistic Theory, Phonology, Russian, Semantics, *Speech, Structural Analysis, *Syntax, Vowels

This collection of working papers contains four papers on varied topics in lintuistic theory. The first paper, "Some Grammatical Correlates of Felicity Conditions and Presuppositions," attempts to show that there is a systematic relationship between what a speaker of a language does in uttering sentences of that language and the syntactic form of those utterances. The second paper is the translation of a Russian article on the typology of causative construction. The article presents the study of a universal classificatory schema which would be appropriate in different languages. The third paper considers why sound change is gradual and discusses the factors and processes involved. The final paper explores the feasibility of the basic idea of natural phonology and considers whether the restrictions on inventories of underlying phonological segments are due to processes rather than abstract hierarchies or morpheme structure constraints. Vowel systems are considered here. (VM)

ED 062 851 FL 003 125

Arbeitskreis der Sprachenzentren, Sprachlehrinstitute und Fremdspracheninstitute (AKS): Documentation der 2. Arbeitstagung am 5. und 6. Oktober 1971 in Konstanz (Working Committee of Language Centers, Language Teaching Institutes and Foreign Language Institutes (AKS): Proceedings of the Second Annual Workshop, Constance, October 5-6, 1971).

Informationszentrum fur Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Arbeitskreis zur Forderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany).

Pub Date 72

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, *Educational Research, Information Centers, Institutes (Training Programs), Language and Area Centers, *Language Instruction, Language Programs, *Program Descriptions, *Program Proposals, Resource Centers, Second Language Learning, Test Construction, Workshops

Identifiers—*West Germany

The heart of this conference report is a series of papers and summaries of discussion on the following topics: (1) analysis of requirements for specific foreign language courses, (2) difficulties in language instruction research, (3) the establishment of language centers in all colleges and universities, (4) principles for the structure and organization of language centers, (5) study and test design in foreign language instruction, (6) criteria and provisions for the development of language teaching programs, and (7) the establishment of an information pool for language instruction programs in Constance. The rest of the report presents the following secondary information: (1) agenda and minutes of the plenary session, (2) a statement of organization and purpose for AKS, (3) a list of the group's permanent committees and their chairmen, (4) a roster of participants in the conference, (5) a short report on the work of the permanent committees prior to the workshop, and (6) the minutes of the first through fourth sessions of the permanent committees, held between November 1970 and September 1971. (RS)

ED 062 852 FL 003 127

Bildungspolitische Bestandsaufnahme: Bildungswege im Saarland (An Inventory of Educational Policy: Directions in Education in the Saarland).

Minister for Kultus, Unterricht und Volksbildung, Saarbrucken (Germany).

Pub Date 71

Note—83p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Comparative Education, Cross Cultural Training, *Educational Planning, *Educational Policy, Higher Education, International Education, Libraries, *Program Descriptions, *Public Education, *Reports, State Schools, State Surveys, Teacher Education, Vocational Education

Identifiers—*Saarland

The first section of this two-part report issued by the Minister of Public Education for the Saarland presents brief summaries of recent policy and programs--as well as plans for development--for all educational levels, kindergarten through college, academic and vocational. Reviews are also included of current activities in sports, school construction, teacher education, specialized higher education, science and research, adult education, library administration, art and culture appreciation, and youth services. The second section analyzes each type of school according to its prerequisites, duration of studies, requirements for successful completion, and the schools of higher instruction for which pupils are therein prepared. A brief report on the state of higher education and a geographic catalogue of schools

in the Saarland are appended. Numerous photographs are included. (RS)

ED 062 853 FL 003 128
Bildung in Stufen: Programm und Planung fur ein dynamisches Bildungsystem (Learning by Steps: Programs and Plans for a Dynamic Educational System).
Minister for Kultus, Unterricht und Volksbildung, Saarbrucken (Germany).
Pub Date Mar 70
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Comparative Education, Cross Cultural Training, Curriculum Design, Educational Experiments, Educational Improvement, *Educational Planning, *Educational Policy, Foreign Culture, *International Education, *Program Descriptions, *Program Proposals, Teacher Education, Vocational Education
Identifiers—*Saarland
This report issued by the Minister of Public Education for the Saarland reviews current governmental policies and plans designed to effect an improved system of instruction from the primary to the university level. Consideration is also given to continuing education and education for the handicapped. Proceeding on the premise that the task of education is to serve the individual and society equally, the report outlines theses for a reorganization of curriculum intended to ensure coordinated, stepwise progression from one level to the next. The importance of several preliminary measures is discussed; these include intensified teacher training, educational experiments, and analysis of the intrinsic differences between academic and vocational curriculums. In addition, practical concerns such as student-teacher ratios and financial needs are taken into account. A series of tables provides a chart of learning goals for all grades, a breakdown of schools by region, and a tally of student population by institutional type. (RS)

ED 062 854 FL 003 138
Hirigoyen, Maria
Facts and People: Where to Find Them.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, Language Skills, Modern Languages, Reading Skills, *Research Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
The two primary performance objectives of this course in Spanish are to: (1) develop research skills which are directed toward locating useful facts and information about people, and (2) utilize previously learned grammatical concepts and skills to facilitate research and use of the library. Several literary works in Spanish are included in the study. (RL)

ED 062 855 FL 003 139
Le Francais Courant (Contemporary French), Part II.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Skills, Basic Skills, Cultural Education, Educational Objectives, *French, Grammar, *Instructional Materials, Language Instruction, Modern Languages, Performance Criteria, Student Evaluation, *Teaching Guides, Teaching Methods, Verbs
This course has been developed basically within the limits of Units 4-6 of "A-LM French: Level 1", second edition. The primary objectives are to develop French vocabulary relative to the family, home, transportation, and foods by continuing to work with short dialogues based on everyday, teenage experiences. While reviewing previously studied vocabulary through the use of recombination materials as well as continuing drills on the regular present tense (affirmative, negative, and interrogative), students are to work with the irregular present tense of "avoir," "faire," and "aller." Performance objectives include study of gender, contractions of prepositions, formation of possessives, indefinite articles with count and mass nouns, the use of "de" in negative constructions, and the formation of the plural of nouns. Exercises in listening, speaking, and reading are also prescribed. Vocabulary units from A-LM, Units 1-6 are included. Suggestions for expansion of materials, teaching methods, student evaluation materials, and resource materials are contained in the text. (RL)

ED 062 856 FL 003 140
Hirigoyen-Haussler
How Well Can You Listen?
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Intended for students seeking to improve basic conversational skills in Spanish, this text provides for practice in following and giving directions orally, reading, and pronouncing "troublesome" words. Emphasis is placed on the development of listening skills, analysis of pseudo-prefixes and capital letters in a given paragraph, recognition of accents in a list of words, and matching a group of words with their definitions. Students develop their listening skills through the use of taped lectures, filmstrips, and oral reports. (RL)

ED 062 857 FL 003 141
Perez, Hilda
The World Around Us.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, *Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, Language Skills, Listening Skills, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
The world is seen as a cultural source from which students may draw materials for discussion in this conversational Spanish course. Performance objectives are prescribed which require reading and discussion of short stories, fables, and legends. Use of movies, filmstrips, and written reports is also suggested. A bibliography of materials is provided. The text is in Spanish. (RL)

ED 062 858 FL 003 142
Suarez, Maria S.
Do You Know What It Is?
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Fifty-seven performance objectives are prescribed for this quinmester of Spanish instruction. Students are to develop basic conversational skills through various exercises, including character description, paragraph and sentence manipulation, vocabulary development, and classroom conversation. Composition exercises focus on writing descriptions, narratives, expositions, and dialogues. A bibliography of reference materials is included. (RL)

ED 062 859 FL 003 143
Diaz, Luisa V.
It Takes All Kinds of People.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, *Conversational Language Courses, *Cultural Education, *English (Second Language), Grammar, *Instructional Materials, Language Instruction, Language Skills, Performance Criteria, *Spanish Speaking, Teaching Guides
This is a course in English-as-a-second-language designed to make students further understand cultural differences and to accept and adjust to environmental changes in conflict with their own culture without damage to their self-image or that of their culturally different parents in a pluralistic society. Students are to discuss, according to specified performance objectives, read, and write about cultural differences and different culture groups in the community using controlled language patterns. Linguistic difficulties caused by "going to," "will," "be," and "do" are treated in several exercises. A list of resource materials is provided. (Author/RL)

ED 062 860 FL 003 144
Say It in French.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Skills, Cultural Education, Educational Objectives, *French, *Instructional Materials, Language Instruction, *Language Skills, Modern Languages, Performance Criteria, Secondary School Students, Student Evaluation, Student Motivation, *Teaching Guides, Teaching Methods
This introductory French course is intended for students who wish to experiment with a second language before beginning their formal study of French. No writing is required in this audiolingual course. It is expected that the student will develop speaking skills sufficient to allow spontaneous, direct contact with a native speaker. Specific performance objectives are prescribed for these topics: sounds of French, greetings, salutations, self-identification, farewells, identification of people and things, numbers, days, months, dates, clothing, colors, adjectives, time and weather, house and family, sports and recreation, culture, and attitudes. Suggested teaching methods, sample evaluation, and resource materials are included. (RL)

ED 062 861 FL 003 146
Progressing in Spanish: Part III.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Contents of this Spanish text of instructional materials focus on a city in Spain, a city in South America, and a hypothetical visit to a railroad station. Students learn about the imperfect tense, reflexive pronouns, and several other grammatical concepts. Exercises and readings related to the stories "La Despedida" and "Recuerdos Juveniles" are included. Suggestions for expansion of materials and reference materials are provided. Achievement of performance objectives may be tested through the use of evaluative materials provided in the text. (RL)

ED 062 862 FL 003 147
Le Francais Courant, I (Contemporary French, I).
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Conversational Language Courses, Educational Objectives, *French, *Grammar, *Instructional Materials, *Language Instruction, Language Skills, Listening Skills, Modern Languages, Reading Skills, Teaching Guides, Textbooks, *Verbs, Vocabulary Development, Writing Skills
Performance objectives focusing on the development of introductory skills in comprehension, speaking, reading, and writing are presented in this text of instructional materials. Lessons center about the use of short dialogues based on everyday, teenage experiences. Special emphasis is placed on vocabulary expansion, present tense of selected verbs, question formation, how to tell time, and counting. Materials for cultural instruction are also included. Sample exercises for student evaluation are provided. (RL)

ED 062 863 FL 003 148
Survey on Russian Society: Discover Russian and the Russians.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Conversational Language Courses, *Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, Language Skills, Listening Skills, Modern Languages, *Performance Criteria, Reading Skills, *Russian, *Social Studies, Teaching Guides, Textbooks, Writing Skills
Written primarily for the non-Russian speaking student, this course is designed to demonstrate how simple and interesting Russian studies can be. Performance objectives are presented in two categories: language and culture. After the statement of each language objective, letters indicate the language skills to which the objective is directed. The lettering code for these skills is: listening (L), speaking (S), reading (R), and writing (W). Topics for independent study include: (1) geography, (2) history, (3) the Communist Party, (4) literatures, (5) music, (6) sports, (7) education, (8) youth, (9) family, (10) delinquency, (11) religion, (12) humor, (13) arts, (14) voting, (15) secret police, (16) labor camps, and (17) military and science. This course may be taken for credit in language or social studies. Sample evaluation materials are included. (RL)

ED 062 864 FL 003 150
A Revolutionary: His Life and Trials, Part 1.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classical Languages, Cultural Education, Educational Objectives, *History, *Latin, *Latin Literature, Performance Criteria, *Teaching Guides, World History
Identifiers—*Catiline, Cicero, Rome
The core of this course is study of the background of the Catilinarian Conspiracy and the "First Oration against Catiline." A review of grammar and syntax is included. Performance objectives focus on a century of chaos which produced the revolutionary Catiline and the conservative Cicero, the Roman Republic, Ciceronian oration, Cicero's syntax, and translation of the "First Oration against Catiline." Readings in English are also prescribed. Sample student evaluation materials are included. For Part 2, see FL 003 157. (RL)

ED 062 865 FL 003 151
Survive a Russian Party.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Skills, Conversational Language Courses, Cultural Education, Cyrillic Alphabet, Educational Objectives, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Performance Criteria, Reading Skills, *Russian, Student Evaluation, *Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
This introductory course to Russian prescribes performance objectives for the student in listening, speaking, reading, and writing skills. Two weeks are spent working on Russian pronunciation. Reading and writing exercises in the Cyrillic script require three weeks of classroom instruction. The final unit, "On the Way to the Movies," allows students to converse in Russian and continue to develop linguistic competencies. Sample student evaluation exercises and a list of resource materials are included. (RL)

ED 062 866 FL 003 152
Advanced Spanish Refresher.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
This course is intended for third- or fourth-year Spanish students seeking to review the essentials of Spanish grammar and to increase their vocabulary. It is specifically intended for those planning to take the College Board Achievement Test in Spanish. Performance objectives are prescribed for culture study, speaking, reading, and writing skills. Sample tests, suggested procedures, and evaluation materials are included. A list of reference materials concludes the text. (RL)

ED 062 867 FL 003 153
Introductory Spanish IV.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
This introductory conversational course in Spanish is intended primarily for use in the classroom. The student is to learn some general differences between Argentina and the United States and how to better describe his friends. The common verbs "tener," "venir," "ir," "dar," and those that change "e" are presented. Additional uses of "ser" and "estar" are introduced. Performance objectives are prescribed for culture study, listening, speaking, reading, and writing skills. The text concludes with a list of reference materials. (RL)

ED 062 868 FL 003 154
Le Francais Moderne, (Modern French) Part II.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *French, Grammar, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Performance objectives and broad goals for listening, speaking, reading, and writing skills in French instruction are presented in this text. Cultural awareness and student attitude are also considered. Vocabulary and structure of the course are presented through three situations: shopping, meeting a train, and making vacation plans. Short films in French are to be used to illustrate these activities. Major structural elements are the introduction of the passe compose using "etre," the irregular verbs "sortir" and "venir," and the demonstrative adjectives. The form and position of commonly used adjectives are also reviewed. (RL)

ED 062 869 FL 003 155
Gonzalez Pita, Maria Modesta
Friendly Letters.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Fifty-nine performance objectives concerning the art of writing letters are presented in this Spanish instructional guide. Prescribed activities include oral presentation of historical topics, reading of selected letters and discussion and reading of short biographical data, punctuation exercises, review of grammar, and use of synonyms. (RL)

ED 062 870 FL 003 156
Miyar Yaniz, Olga
Transferring the Skills.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, Language Skills, *Linguistic Theory, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, *Transfer of Training, Vocabulary Development, Writing Skills
Transfer of learning from linguistic analysis of Spanish to actual use of the language is facilitated through the implementation of 45 performance objectives presented in this study. The exercises focus on: (1) sentence types; (2) diphthongs; (3) Latin roots, prefixes, and suffixes; (4) orthographic rules; (5) phonemic discrimination; (6) stress and accent marks; (7) use of the diaresis; (8) vowel articulation; (9) parts of speech; (10) intervocalic "d" and "h"; (11) consonants; and (12) reading practice with dialogues, poems, and stories. (RL)

ED 062 871 FL 003 157
A Revolutionary: His Life and Trials, Part 2.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classical Languages, *Cultural Education, Educational Objectives, *History, Language Instruction, *Latin, *Latin Literature, Performance Criteria, *Teaching Guides, World History
Identifiers—*Catiline, *Cicero, Rome
This course for use in secondary schools is a continuation of the Catilanarian Conspiracy and Cicero's "Third Oration Against Catiline," including a review of grammar and syntax. Performance objectives concern the history of Rome prior to Catiline and Cicero, Roman government, Ciceronian oration, Cicero's literary style, vocabulary and reading development, and the Catilinarian conspiracy. Readings in English are also prescribed. Sample student evaluation materials are included. For Part 1, see FL 003 150. (RL)

ED 062 872 FL 003 158
Sardina, Ludivina
Visiting Central and South America.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, Geographic Regions, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Identifiers—*Central America, *South America
This course in Spanish is designed to acquaint the students with the countries of Central and South America and their outstanding historical, cultural, and geographic characteristics. Short stories, pictures, maps, filmstrips, slides, motion pictures, and records are to be used to promote discussions concerning an imaginary trip to these countries. More than 50 activities are prescribed within the scope of the suggested performance objectives. (RL)

ED 062 873 FL 003 159
Reed, Gail
Food with a Foreign Flavor.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Education, Educational Objectives, *Food, *Home Economics Education, *Instructional Materials, Language Instruction, *Modern Languages, Performance Criteria, Social Differences, Social Influences, Social Studies, Social Values
The main goals of this course are to have the student illustrate the relationship between food and the cultural, religious, and economic structure of various countries of the world; demonstrate how food habits of various peoples are influenced by locale, income, supplies, and seasons; and demonstrate skill in preparation of foods typical of various countries. The course emphasizes pleasure in the discovery of new ideas, customs, peoples, and foods and is intended for the student who has mastered the basic skills of cooking.

Course contents include: world food patterns; a holiday tour; and foods of other lands, including material on England, Germany, Japan, France, Italy, Spain, and Scandinavian countries. Performance objectives are prescribed and contain suggested learning opportunities and resource materials. The guide also contains a bibliography. (RL)

ED 062 874 FL 003 160
Torre, Norma de la
Speaking and Writing: An Art.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Audiovisual Aids, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Television, Textbooks, Vocabulary Development, Writing Skills
Seventy activities directed toward the development of speaking and writing skills in Spanish are presented in this text. A wide range of performance objectives includes analysis of various literary genres and audiovisual materials. Televiaion manuscripts, speeches, and newspaper articles serve as source materials in this course. (RL)

ED 062 875 FL 003 161
Introductory Spanish: Part I.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
This introductory conversational course in Spanish is intended primarily for classroom instruction. The student learns to speak contemporary Spanish through the use of short dialogs which take him from simple school activities to talk about the new student in class. Performance objectives are prescribed for culture study, listening, speaking, reading, and writing skills. A grammatical and lexical inventory of the text "En la Escuela" is included. (RL)

ED 062 876 FL 003 162
Hausler, Jeanette
Selling a Book.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Conversational Language Courses, *Cultural Education, Ecology, Educational Objectives, *Instructional Materials, Language Instruction, Language Skills, Listening Skills, Literary Analysis, Modern Languages, *Reading Skills, *Spanish, *Spanish Speaking, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Intended principally for use with Spanish-speaking students from South and Central America and the Caribbean who have migrated to the United States, this text outlines ways to develop interest in reading good literature. The main literary theme reflected through the literary selections concerns the worldwide problem of maintaining an ecological balance between nature and mankind. Performance objectives are prescribed which help develop skills related to literary analysis, vocabulary development, and oral expression. The guide is written principally in Spanish. (RL)

ED 062 877 FL 003 170
Cox, Adrienne F.
Reading Is Whose Speech Written Down?
Pub Date 28 Feb 72
Note—6p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, *Early Childhood Education, Elementary Grades, Kindergarten, *Language Instruction, Learning Motivation, Middle Class Values, Negro Dialects, *Nonstandard Dialects, Reading Instruction, Reading Processes, Reading Research, Social Dialects, Social Mobility, Sociolinguistics, *Standard Spoken Usage
Schools cannot change the language of children; the entire social structure is involved, particularly our patterns of social mobility and the values of lower class culture. At the early elementary level, children should be encouraged to use their own language to the fullest extent. Reading instruction for these youngsters should concern characters and experiences they can identify with. Having readers in the dialect may only further confuse the reading process. Standard English-as-a-second-dialect is a definite asset in our society but kindergarten or even earlier is not the place for drill to start. There has to be desire and inward motivation on the part of the individual to switch his/her dialect. Until a youngster is old enough to reason and conceptualize the consequences involved in either acquiring or not acquiring the standard dialect, drill per se is a worthless endeavor on the part of the elementary school teacher. (Author/VM)

ED 062 878 FL 003 173
Paulston, Christina Bratt
Language Universals and Socio-Cultural Implications in Deviant Usage: Personal Questions in Swedish.
Pub Date 71
Note—23p.; Paper presented at the 46th Annual Meeting of the Linguistic Society of America, St. Louis, Missouri, December 28-30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Diachronic Linguistics, Economic Factors, Language Patterns, Language Research, *Language Universals, *Language Usage, *Political Influences, *Pronouns, Semantics, Social Structure, *Sociocultural Patterns, Sociolinguistics, Sociology, Standard Spoken Usage
Identifiers—*Swedish
In this study, the author seeks to demonstrate that Swedish is unique in its avoidance of the pronouns of address, extreme in its use of impersonal questions and circumscriptions, and that such language usage is directly related to the perceived relationship of social status, as explicitly and implicitly expressed by informants. The author also attempts to demonstrate that if a language, Swedish, possesses a universal feature--personal pronouns of address--and if the speech community systematically avoids this feature under specific situations, then this language usage is indicative of cultural-political conditions in that social structure, in this case the dichotomy between social class stratification and Social Democratic idealogy. Examples of ways to avoid pronoun use in the question "What do you want?" are provided, and remarks on the data solicited from informants are included. (Author/VM)

ED 062 879 FL 003 187
Meyer-Myklestad, J.
An Advanced English Grammar for Students and Teachers.
Pub Date 67
Note—627p.
Available from—St. Martin's Press, 175 Fifth Ave., New York, N.Y. 10010 ($15.00)
Document Not Available from EDRS.
Descriptors—Adjectives, Adverbs, Determiners (Languages), *Diachronic Linguistics, *English, *Form Classes (Languages), Function Words, Grammar, Instructional Materials, Language Patterns, Nominals, Numbers, Pronouns, Punctuation, Sentence Structure, *Synchronic Linguistics, *Syntax, Textbooks, Verbs
This textbook of Modern English combines a diachronic and synchronic approach to present a study of English syntax. The book attaches great importance to precise definitions of the various parts of speech and of their grammatical function, and provides a large number of idiomatic examples to illustrate rules and uses. Historical background is provided where it is relevant to an explanation. The book includes divisions under the following topics: articles, nouns, adjectives, verbs, adverbs, pronouns, numerals, sentence structure, prepositions, word order, punctuation, and irregular verbs. (Author/VM)

ED 062 880 FL 003 188
Frank, Marcella
Modern English: A Practical Reference Guide.
Pub Date 72
Note—414p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 ($8.95 cloth, $4.95 paper)
Document Not Available from EDRS.
Descriptors—Adjectives, Adverbs, *English, English (Second Language), *Form Classes (Languages), Function Words, *Grammar, Language Styles, Language Usage, Pronouns, Punctuation, Reference Materials, Semantics, *Sentence Structure, Spelling, Structural Linguistics, Syntax, Transformation Theory (Language), Verbs, *Written Language
This reference guide presents detailed information about current English usage with emphasis on both formal and informal written language. The practical needs of advanced learners of English as a second language are considered and there is heavy concentration on grammatical usages that continue to trouble foreign students: articles, verb forms, prepositions, idioms, and such complex structures as dependent clauses, verbal constructions, and word order. The first eight chapters on parts of speech have been influenced by concepts from structural linguistics. Function serves as the basic criterion for classifying parts of speech. Chapters 10 to 12 on clauses and verbal constructions are based on the transformational theory that most comple syntactic structures are derived from simple basic sentences. (Author/VM)

ED 062 881 FL 003 189
Nist, John
A Structural History of English.
Pub Date 66
Note—426p.
Available from—St. Martin's Press, 175 Fifth Ave., New York, N.Y. 10010 ($8.75)
Document Not Available from EDRS.
Descriptors—*Diachronic Linguistics, Economic Factors, *English, Grammar, History, Language Development, Language Styles, Linguistic Theory, *Morphology (Languages), *Phonology, Political Influences, Social Influences, Sociolinguistics, *Syntax
This book combines a traditional history-of-the-language approach with modern linguistic analysis to discuss the history of English from Old English through Middle English, Early Modern English, Authoritarian English, Mature Modern English, to American English. The book begins with a discussion of the present status and structure of English. Each stage of development is considered first within historical context and second from a structural viewpoint in terms of phonology, morphology, syntax, and formal stylistics. Each chapter includes a bibliography of relevant material and a set of questions for research and discussion. (VM)

ED 062 882 FL 003 194
Householder, Fred W. Cheng, Robert L.
Universe-Scope Relations in Chinese and Japanese.
Hawaiian Language Teachers Association, Honolulu.
Pub Date 71
Note—41p.
Journal Cit—Hawaii Language Teacher; v13 n1 p34-50 Feb 1971, v13 n2 p68-91 Sep 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Chinese, *Comparative Analysis, *Contrastive Linguistics, Deep Structure, Descriptive Linguistics, Grammar, *Japanese, Phrase Structure, Semantics, Surface Structure, *Syntax, Transformations (Language)
This discussion of universe-scope relations in Chinese and Japanese provides a contrastive analysis of certain features in the two languages. A striking similarity in the deep structure of the noun phrase in both languages is noted and discussed in detail. Both languages have two constituents in a noun phrase which have a semantic relationship called universe-scope and two mutually exclusive categories called totality-scope and partitive-scope. The two languages share the same set of Categorial Rules (at least for deriving sentences presented in this paper) and need different rules only in their lexical and transformational rules. The detailed discussion includes many examples in both languages. (Author/VM)

ED 062 883 FL 003 221
Jakobovits, Leon A.
The Encounter-Communication Workshop.
Pub Date Jun 70
Note—47p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingual Teachers, Cultural Awareness, Cultural Differences, Cultural Interrelationships, Cultural Pluralism, *Individual Development, *Inservice Teacher Education, *Minority Groups, Non English Speaking, Personality Development, Role Perception, Self Actualization, Social Psychology, *Teacher Attitudes

This paper outlines a program of inservice training for teachers and administrative school personnel designed to foster a better understanding of the problems involved in the education of children from minority groups within an educational system that is defined and administered by the cultural interests of the dominant social or national community. The Encounter-Communication Workshop, a program of study conducted in small groups in the bilingual school setting, is designed to give the individual a better understanding of himself within the context of interpersonal communication. The study program involves two types of activities: an objective analysis of role dyadic interactions in the school in terms of a linguistic-communication model, and an analysis of the subjective aspects of interpersonal relations, including social contracts, trust, risk-taking, self-image and its management, and personal metaphysics. Included in these activities are an initial diagnosis of the prevalent modes of personal interaction in the particular school setting and action programs designed to introduce changes coupled with constant feedback and evaluation of the results. (Author/RL)

ED 062 884 FL 003 223

Jakobovits, Leon A.

A Typology of FL Education with Particular Emphasis on Compensatory and Individualized Instruction.

Pub Date [71]

Note—37p.; Revised version of a paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Compensatory Education, Individualized Instruction, *Instructional Program Divisions, *Language Instruction, *Learning Theories, Programed Instruction, *Second Language Learning, *Teaching Methods

A comparative analysis of foreign language teaching methods considered within the framework of the author's EBTA Cube (Eight Basic Approaches to Teaching) contrasts methods of instruction in three categories: (1) non-programed versus programed instruction, (2) mass versus individualized instruction, and (3) traditional versus compensatory instruction. The primary objective of this paper is to delineate the major characteristics of the distinct methodologies. The author elaborates reasons for making a shift from a mass-traditional to compensatory-individualized methodology. A diagram of the EBTA Cube is included. (RL)

ED 062 885 FL 003 224

Bruder, Mary Newton Hayden, Luddy

Teaching Composition: A Report on a Bidialectal Approach.

Pub Date 28 Feb 72

Note—26p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Classroom Techniques, College Language Programs, College Students, Comparative Analysis, *Composition Skills (Literary), Creoles, Cultural Pluralism, Curriculum Design, Educational Objectives, *Language Styles, Negro Dialects, *Nonstandard Dialects, Rhetoric, *Standard Spoken Usage, *Teaching Methods, Team Teaching, Textbooks, Writing Skills

This paper considers the problem of teaching formal composition skills to those whose repertories lack formal standard speaking style. The approach advocated here is bidialectal and is based on the idea that control of a variety of language styles is a useful tool and that productive competence of formal composition style is a mandatory skill for those who wish to obtain a university degree in this country. The educational objectives of this approach are to teach the student to identify the features which distinguish standard from nonstandard usage, to recognize the appropriateness of dialects to situations, to identify the features which distinguish the registers with special emphasis on those of the formal written register, to recognize the functional interrelationship between registers and dialects within the speech community, to write compositions in the standard dialect on many topics using standard rhetorical techniques, and to organize and carry out a research topic in acceptable academic form. Details on classroom techniques, textbooks, and procedures are provided, and a bibliography is included. (Author/VM)

ED 062 886 FL 003 226

Blanchet, Alain

Le Laboratoire de Langues - Hier, Aujord'hui et Demain (The Language Laboratory: Yesterday, Today, and Tomorrow).

Pub Date Nov 71

Note—14p.; Paper presented at the annual meeting of the American Association of Teachers of French, Washington, D.C., November 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Individualized Instruction, *Instructional Improvement, Instructional Program Divisions, *Language Instruction, Language Laboratories, *Language Laboratory Use, *Magnetic Tape Cassette Recorders, Modern Languages, Multimedia Instruction, Relevance (Education), Second Language Learning, Student Attitudes, *Student Motivation, Teaching Methods

Observing that the use of the language laboratory has declined during recent years, the author proceeds to explore ways in which interest in language study may be revived and how foreign language instruction may be made more relevant. Discussion of the cognitive-code learning theory and of individualized instruction suggests the use of the portable cassette recorder. With imaginative application, the author feels the cassette recorder will allow the lockstep in program articulation to be broken. (RL)

ED 062 887 FL 003 227

Reynolds, Sue, Ed. And Others

Foreign Language Workshop on French Culture.

Trevecca Nazarene Coll., Nashville, Tenn.

Spons Agency—Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date Jun 71

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cross Cultural Studies, Cultural Awareness, Cultural Differences, *Cultural Education, Culture, *French, *Instructional Materials, Language Instruction, *Modern Languages, Secondary School Students

Identifiers—*France

A compilation of French cultural units for use in secondary school language classes is presented in this text. Units include: (1) "Les mots et leur implication culturelle," (2) "Le telephone--une capsule culturelle," (3) "Le repas," (4) "La femme francaise 1972," (5) "Les Parents," (6) "Religion in France," (7) "La presse francaise," (8) "Les commissions," (9) "La houte couture et la mode," (10) "Les loisirs," (11) "A Cultural Study of 'La jeunesse'," and (12) "Les Francais vu en partie par le jeu et par le chansons." Many of the articles are in French and include exercises for the student and brief lists of resource materials. (RL)

ED 062 888 FL 003 229

Lehmann, Winfred P. Stachowitz, Rolf A.

Development of German-English Machine Translation System.

Texas Univ., Austin. Linguistics Research Center.

Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.

Report No—RADC-TR-72-47

Pub Date Mar 72

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computational Linguistics, *English, *German, Lexicography, *Linguistic Theory, *Machine Translation, Semantics, Syntax, Systems Development, Translation

The report presents a progress in theoretical linguistics, descriptive linguistics, lexicography, and systems design in the development of a German-English Machine Translation System. Work in the theoretical group concentrated on intrasentenial disambiguation and on improving certain parts of the system to achieve greater economy in processing. The linguistic group was engaged in correcting and updating the existing German and English lexical data bases by assigning syntactic and semantic selection restrictions to lexical items. Work in the system group concentrated on the reduction of the size of the existing linguistics research system lexical data base without information loss, on the conversion of this data base to the linguistics research system script format, on the construction of supporting programs to expedite and facilitate the updating of the linguistics research system word lists, and on the construction of part of the linguistics research system grammar maintenance and systems programs. (Author)

ED 062 889 FL 003 233

Monka, Carolyn, Comp.

ERIC Documents on the Teaching of Foreign Languages: List Number 8.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Pub Date Mar 72

Note—18p.; Reprinted from Foreign Language Annals, v5 n3 p365-380 Mar 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bilingualism, *Catalogs, Classical Languages, *Clearinghouses, Cultural Context, Curriculum Guides, *Educational Resources, Fles, International Education, *Language Instruction, Language Laboratories, Microfiche, *Modern Languages, Programed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Televised Instruction

This eighth in a series of such catalogs lists all items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from May through October 1971. Entries are organized alphabetically, and a 14-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. For previous such catalogs, see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, and ED 047 592, and ED 056 600. (RL)

ED 062 890 FL 003 234

Dimler, G. Richard

An Applied Methodology for the Use of "Deutsch, Erstes Buch."

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cultural Education, *German, Grammar, High Schools, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Modern Languages, Pattern Drills (Language), *Teaching Methods, *Textbooks

Discussion of teaching methods used with the text, "Deutsch, Erstes Buch" by Hugo Mueller, focuses on practical approaches to the problem of teaching culture through the spoken language and the use of pattern practice. While concentrating on Chapter Eight, "In der Sommerfrische," discussion is presented in subdivisions characteristic of every chapter: (1) the role of the picture, (2) the conversation (Unterhaltung), (3) questions pertaining to the conversation (Fragen zur Unterhaltung), (4) the reading selection (Lesestueck), (5) useful expressions, (6) pattern drills, (7) grammar drills, (8) free conversation (Untehalten Sie sich auf deutsch!), and (9) the use of tapes. Concluding remarks strongly recommend the use of the dictation-drill and question-answer testing technique. (RL)

ED 062 891 FL 003 235

Bordie, John G.

Language Tests and Linguistically Different Learners: The Sad State of the Art.

Pub Date [72]

Note—37p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Diagnostic Tests, Educational Strategies, Language Proficiency, *Language Research, *Language Skills, *Language Tests, Linguistic Competence, Linguistic Performance, *Measurement Instruments, *Norms, Placement, Predictive Ability (Testing), Standardized Tests, Standard Spoken Usage, Teaching Techniques, Test Construction, Test Reliability

Present school programs place considerable reliance on the results of standardized language tests both as placement and diagnostic devices,

yet the validity of these tests is open to question. Certain questions arise in light of current theory and research. To what extent are currently available measuring techniques useful for identifying the characteristics of linguistically different learners? Are they helpful in planning instructional strategies? How might the learning potentialities of linguistically different learners be measured? What are the high-priority test needs? Two main branches of investigation exist: the individual's ability in language as contrasted with his ability in standard language. Current understanding of language, language learning, and curriculum design indicates some confusion of goals in these three areas which must be clarified before test findings may be used with the same meaning in each area. (Author/VM)

ED 062 892 FL 003 236
Steiner, Florence
Performance Objectives--Can They Serve Teachers?
Georgia State Univ., Atlanta.
Pub Date 72
Note—4p.
Journal Cit—Foreign Language Beacon; v7 n3 p29-32 Spr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Curriculum Development, Educational Accountability, *Educational Objectives, Failure Factors, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Performance Criteria, Performance Specifications, Standards, Student Evaluation, Success Factors, Teaching Methods

A discussion of the nature of performance objectives is summarized in this way: "they state (1) what the student will do, (2) under what conditions, (3) to what level of mastery, and (4) using what time limit (if any)." Having established the importance of performance objectives for modern language teachers, the author suggests their specific possible uses. It is urged that teachers write their own performance objectives and develop student evaluation procedures along lines suggested by sample materials. Performance objectives help the teacher in self-evaluation, provide a good basis for curriculum reform, serve as a basis for program articulation, facilitate material and textbook selection, render teacher and supervisor evaluation more objective, and assist in making budgetary allotments. (Author/RL)

ED 062 893 FL 003 237
Keaton, Ruth
Back to Basics.
Georgia State Univ., Atlanta.
Pub Date 71
Note—6p.
Journal Cit—Foreign Language Beacon; v7 n1 p9, 34 F 1971, v7 n2 p25-26 W 1972, V7 n3 p5, 14 Spr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Methods, Basic Skills, *Grammar, Intonation, Language Instruction, Languages, Learning Theories, *Linguistic Theory, *Modern Languages, Pronunciation, *Pronunciation Instruction, Second Languages, Speech, Structural Grammar, *Teaching Methods, Traditional Grammar, Vocabulary Development

This series of three articles focuses on basic language skills involved in second language learning. The first deals with the importance of pronunciation. The author argues that proper pronunciation and intonation cannot be achieved without recognizing the value of repetition drills and correct speech models. The second article considers modern linguistic theory concerning vocabulary study. The final study explores the relationship of the linguistic term "structure" and the word "grammar," concluding that despite the change of terminology in teaching methods, grammar is necessary for the development of linguistic competence and is here to stay. (RL)

ED 062 894 FL 003 238
Moskowitz, Gertrude
Interaction Analysis Gives Insight into Student-Teacher Exchanges.
Georgia State Univ., Atlanta.
Pub Date 72
Note—4p.
Journal Cit—Foreign Language Beacon; v7 n3 p10-13 Spr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, Group Dynamics, Instructional Improvement, *Instructional Program Divisions, *Interaction Process Analysis, *Language Instruction, *Modern Languages
Identifiers—*Flanders Interaction Analysis

A method providing objective analysis of teacher and student interaction is described in this article. Feedback derived from a matrix of the teacher's classroom behavior (prepared by a professional observer) provides objective information in 10 separate categories. The categories, characteristic of any teacher's classroom behavior and teaching habits, relate to 100 matrix cells which include categories of teacher talk, student talk, and miscellaneous activities. It is felt that teachers will be in a better position to analyze and improve their teaching through interaction analysis. (RL)

ED 062 895 FL 003 239
Moody, Raymond
Teaching Spanish Direct Object Pronouns.
Hawaiian Language Teachers Association, Honolulu.
Pub Date Mar 72
Note—10p.
Journal Cit—Hawaii Foreign Language Teacher; v14 n2 p60-69 Mar 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Form Classes (Languages), *Generative Grammar, Linguistic Patterns, Modern Languages, *Nominals, *Spanish, *Teaching Methods

An innovative approach to facilitate student mastery of Spanish linguistic structures requiring manipulation of the direct object is described in this article. The method, derived originally from William Bull's "Spanish for Teachers," also enables students to apply the transformational method to sentences containing nominalized adjectives, demonstratives, and possessives. According to the author, the key feature of Bull's method is that the facts to be learned are distributed in smaller and more manageable steps in a more efficient and satisfying way. (RL)

ED 062 896 FL 003 275
Webster, Donald H. Zibell, Wilfried
Inupiat Eskimo Dictionary.
Alaska Univ., College.
Pub Date 70
Note—211p.
Available from—Summer Institute of Linguistics, Inc., Box 1028, Fairbanks, Alaska 99701
Document Not Available from EDRS.
Descriptors—Adjectives, Adverbs, *Dictionaries, *Eskimos, *Language Research, Lexicography, Morphemes, Morphology (Languages), Reference Books, Synchronic Linguistics, *Vocabulary, *Word Lists

Vocabulary compiled over a 10-year period of Eskimos living in the villages of North and Northwest Alaska is classified by subject in this dictionary. Main categories include terms relating to people; the heavens, earth, and atmosphere; place, time, and descriptives; and other words. Words derived from the Kobuk River dialect are indicated with a (K), and words belonging to the North Alaska dialect are signified by the notation (N). A section on Eskimo post-bases is included. Alaskan post-bases are added to bases to modify meaning. Their function is similar to that of English adverbs, adjectives, auxiliary verbs, and tenses. An English index relating to the first two sections concludes the text. A guide to Eskimo writing is included. (RL)

ED 062 897 FL 003 276
Evaluation Progress Report on Innovational Activities within the Applied Language Research Center under Title III of the Elementary and Secondary Education Act.
El Paso Public Schools, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 67
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Curriculum Design, *Curriculum Research, Educational Experiments, *Educational Innovation, Educational Objectives, *English (Second Language), Intensive Language Courses, Language Research, *Program Evaluation, Public Schools, Research Projects, *Spanish Speaking, Statistical Analysis, Tables (Data), Teacher Education, Teaching Methods

This document discusses three educational experiments currently in progress within the Applied Language Research Center. Each of the programs concerns problems relating to teaching Spanish-speaking pupils in a public school setting. The Grade One Experimental Project is designed to determine if instruction in Spanish at the primary level (in an English-speaking school environment) would be of value to the pupil who is principally Spanish orientated. The second project concerns teacher training and involves an intensive English and methods course as well as a beginning Spanish course for non-Spanish-speaking school personnel. The third experiment involves a course in English as a second language for the out-of-school neighborhood youth corps. The progress evaluation for each project is discussed and appendixes provide further details on each experiment. (VM)

ED 062 898 FL 003 280
Knight, H. E. And Others
Preliminary Comments on Language Arts Textbooks in Use in the Primary Schools of Trinidad and Tobago.
University of the West Indies, St. Augustine (Trinidad). Inst. of Education.
Report No—Proj-15
Pub Date Apr 72
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Children, Comparative Analysis, Cultural Education, English (Second Language), *Evaluation, Instructional Materials, *Language Arts, Language Instruction, Language Programs, Language Skills, Linguistic Competence, *Primary Grades, Relevance (Education), Standard Spoken Usage, *Textbooks, *Textbook Selection
Identifiers—*Trinidad and Tobago

This document considers the language arts instructional materials in use in the primary schools of Trinidad and Tobago and questions how effectively these materials cater to the development of competence in the English language by children whose vernacular language differs structurally in a fundamental way from Internationally Acceptable English. Problems with specific books are discussed as examples of more general problems. Most of the books used have not been written with the particular situation in mind, and they are unsuited to the purpose, lacking linguistic and cultural relevance for the Trinidadian child. Illustrations, structures, linguistic features, vocabulary, and cultural elements are discussed and improvements are suggested. (VM)

ED 062 899 FL 003 283
Whiteley, Darryl
Foreign Language Vocabulary Learning.
Pub Date Feb 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Information Retrieval, Instructional Program Divisions, Language Development, *Language Instruction, *Modern Languages, *Second Language Learning, Second Languages, *Vocabulary Development, *Vocabulary Skills

Criticism of traditional methods of foreign language vocabulary study points out the need for a well-organized and systematic approach to information retrieval. A dual method is proposed which involves a learning and retrieval unit. Detailed description of the two systems illustrates how the student may allot and use his revision time in the most economical way. (RL)

ED 062 900 48 FL 003 356
Bahl, Kali Charan, Comp.
A Dictionary of Hindi Verbal Expressions (Hindi-English). Final Report.
Chicago Univ., Ill.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Bureau No—BR-6-1386
Pub Date Aug 70
Contract—OEC-3-6-061386-0710
Note—1,093p.
EDRS Price MF-$0.65 HC-$36.19
Descriptors—*Dictionaries, English, *Hindi, Idioms, *Indo European Languages, Language Research, Lexicography, Reference Books, Synchronic Linguistics, *Verbs, *Vocabulary

This dictionary covers approximately 28,277 verbal expressions in modern standard Hindi and their rendered English equivalents. The study lists longer verbal expressions which are generally

matched by single verbs in English. The lexicographer notes that the majority of entries in this dictionary do not appear in their present form in most other monolingual or bilingual dictionaries. Entries have been selected according to linguistic difficulty and student needs. Hindi expressions having a unitary conceptual status are rendered to their English equivalent, thereby overcoming linguistic and semantic problems the student and teacher of modern standard Hindi frequently encounter. (RL)

ED 062 901 24 FL 003 359
Wipf, Joseph Arnold
An Investigation of the Effect of Maturation on Imitative Ability in Second Language Learning: A Psycho-Linguistic Study. An Investigation of Elementary School Students' Ability to Imitate Selected Sound Features of German.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-1-E-022
Pub Date Apr 72
Grant—OEG-5-71-0026-509
Note—165p.; Final report, shortened version of a Ph.D. dissertation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Age Differences, Applied Linguistics, Educational Experiments, *Elementary Grades, Fles, German, *Imitation, Language Instruction, Language Laboratories, *Language Research, Language Skills, Maturation, Phonology, Psycholinguistics, *Second Language Learning, Speech, Tables (Data)
In order to gain some insight into the issue of optimum age for second language learning, the experiment described in this report was based on the negative hypothesis that there is no significant difference in the ability of randomly selected subjects, kindergarten through grade six, to imitate critical sounds and sound clusters embedded in words and phrases, word stress, and sentence stress of German. This document provides background information on the issue and reviews related literature; experiment procedures are described and the statistical results, summary, and conclusions are presented. According to the findings, imitative ability increases with grade level, from kindergarten to grade 6. (VM)

HE

ED 062 902 HE 002 815
Rising, Muriel Nixon Copp, Barbara M.
Adjustment Experiences of Non-Immigrant Foreign Students at the University of Rochester.
Rochester Univ., N.Y.
Pub Date 68
Note—64p.
Available from—University of Rochester, River Campus Station, Rochester, New York 14627 ($1.25)
Document Not Available from EDRS.
Descriptors—*Foreign Student Advisers, *Foreign Students, *Higher Education, International Education, *Student Adjustment, Student Exchange Programs, *Student Needs, Student Personnel Programs
This pilot inquiry and study was designed to explore some of the adjustment experiences of the foreign students on the University of Rochester campus to provide information useful in orientation programming, foreign student advising, and foreign student counseling. Questionnaires were sent to 45 students and returned by 20 students who matriculated between 1960 and 1967, and 22 students who matriculated between 1963 and 1967 were interviewed. Questions were asked and are dealt with in this document concerning 4 broad areas: (1) adjustment to academic life; (2) adjustment to U. S. culture; (3) adjustment to living at the University of Rochester; and (4) adjustment within and across cultures. The pamphlet should be of use to administrators, advisors, professors, physicians, clergy, and counselors who deal with foreign students. (HS)

ED 062 903 HE 002 945
Postgraduate Education: Structures and Policies.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date Feb 72
Note—302p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—College Graduates, *Educational Research, *Graduate Study, *Higher Education, *International Education, Professional Continuing Education, Research, *Scientific Research
As part of its continuing work on problems of higher education, the Directorate for Scientific Affairs of the Organization for Economic Cooperation and Development (OECD) carried out an investigation into the issues and policies concerning the development of postgraduate education in OECD member countries. The present volume incorporates the results of this study. The General Report presents the main problems, trends, and issues confronting member countries, as well as the policy options available to them. This is followed by a series of country case studies that provide the bulk of the material on the basis of which the main problems in the General Report were formulated. It is one of the main implications of this report that the distinctions that are traditionally drawn between science policy on the one hand and education policy on the other may no longer be meaningful as operational concepts. (Author/HS)

ED 062 904 HE 002 948
Ginther, John R.
Transactional Evaluation in a Medical School Setting.
Chicago Univ., Ill.
Pub Date Apr 72
Note—9p.; Paper presented at the E. E. R. A. Annual Meeting, Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, *Faculty Evaluation, *Higher Education, *Medical Treatment, Personnel Evaluation, Teacher Behavior, *Teacher Evaluation, Teaching Quality
This paper is an extended example of transactional evaluation; extended to show not only that the narrow purpose of a particular evaluation can be a means to further ends, but also to document the developmental character of process in a dynamic setting. The primary purpose of the study was to determine what preceptors or advisory teachers emphasize in their activities as they work with the senior medical student and his ambulatory patient. The basic study was planned in 1961 and data were gathered during 1962. The data analysis, which involved the creation of rationales for organizing findings and the planning of innovations, continued into 1964. The resulting changes in the particular instructional unit were still in effect in December of 1971, and information useful in further evaluation has been gathered systematically during the intervening years. (Author/HS)

ED 062 905 HE 002 953
Pfnister, Allan O.
The Evaluation of Overseas Study Programs: Two Case Studies (Central America and Spain).
Denver Univ., Colo. School of Education.
Pub Date [72]
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Evaluation, Foreign Countries, *Higher Education, *International Education, *Program Evaluation, *Student Exchange Programs, *Study Abroad, Summative Evaluation
Study abroad programs have, in the last few years, expanded to unprecedented proportions with over half of the American liberal arts colleges permitting their students to earn credit overseas. As large as the programs have become, however, relatively few, if any, evaluation procedures have taken place for these programs. This document describes 2 rather different approaches for the evaluation of overseas programs. The first summarizes the impressions of a 4-man commission requested by Goshen College (Indiana) to evaluate a unique foreign study program, the Study-Service Term. The other reviews the efforts of a group of study directors to establish some type of reporting and evaluation methods for American programs in Spain. The 2 approaches reflect the increasing concern for examining the quality of American overseas study experience. Continuing effort will be needed at both points. (HS)

ED 062 906 HE 002 987
Boykin, Leander L.
Research in Black Colleges and Universities: Administrative Perspectives, Prospectives and Challenges.
Florida Agricultural and Mechanical Univ., Tallahassee.
Pub Date [71]
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, Educational Planning, *Educational Research, *Higher Education, Institutional Administration, *Institutional Research, *Negro Colleges, Negro Education
Research for administrative decisionmaking, long-range institutional planning, goal determination, understanding campus influences upon students, and other aspects of higher education is of relatively recent origin. This document presents discussions of the meaning and nature of administrative research; the administrative research tradition in black colleges and universities; institutional research needs in black colleges and universities; and training and research needs of black administrators. Four recommendations for the future at black colleges and universities are: (1) those interested or engaged in administration in black institutions should become acquainted with research reports and literature dealing with black institutions and black students; (2) promising young faculty members should be recruited and conditions should be established under which they can become scientific revolutionaries; (3) black colleges should establish some kind of institutional research office or program as soon as possible; and (4) there should be undertaken a comprehensive improvement program for black administrators. (HS)

ED 062 907 HE 002 988
Marland, S. P., Jr.
A Strengthening Alliance.
American Council on Education, Washington, D.C.
Pub Date 7 Oct 71
Note—16p.; Presented at the annual meeting of the American Council on Education, Thursday, October 7, 1971, Washington, D. C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, *Educational Improvement, *Educational Planning, *Federal Aid, Federal Government, *Financial Support, Government Role, *Higher Education
In his speech, the U.S. Commissioner of Education discussed programs of federal financial aid to higher education and makes recommendations regarding the educational programs that might be offered in U. S. Institutions. Federal loan programs have been increased consistently, enabling more and more students to attend higher education institutions. However, these programs can be of no benefit unless institutions are also enabled to expand their facilities to accommodate the ever-growing needs of the new students. Basic and applied research is encouraged as a major priority for higher education as well as the installment of continuing life education programs. Corrective efforts for potential college dropouts is a definite need, although the Commissioner sees a program of prevention in the elementary and secondary schools as being even more important. It is projected that only 20% of all jobs in the U.S. during the 1970's will require bachelor's degrees, and it is recommended that the colleges and universities institute 2-year occupational training programs for those who do not desire 4-year liberal arts programs. It is concluded that the U.S. Office of Education and the American Council on Education should work closely together to promote the best interests of the higher education community. (HS)

ED 062 908 HE 002 990
Peters, Howard
Planning and Management in Tertiary Education. Report on Study Tour. Cost Effectiveness in Colleges of Advanced Education.
Western Australia Inst. of Tech., South Bently (Australia).
Pub Date [71]
Note—170p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Education, *Cost Effectiveness, Educational Economics, *Educational Research, *Higher Education, *International Education, Research, *Systems Analysis

This document presents the data gathered by the author when he made an international study tour in 1970. The purpose of the tour was the investigation of planning and management in tertiary education, with particular reference to the cost effectiveness of colleges of higher education in Australia. The tour began with visits to the cities of Singapore and Hong Kong, followed by visits to the U.S.S.R., Switzerland and France, the United Kingdom, Canada, and the U.S.A. The subject areas investigated are: corporate management structures and procedures; financial control and policies; buildings and grounds programs and planning; research and planning; and staffing and personnel. Other general topics were also studied including student affairs and government, organization of the academic year, applied research for industry, relationships among institutions, governments and communities, coordination of tertiary education, and the open university. (HS)

ED 062 909 HE 002 992

Maeder, Paul F. And Others

A Case Study in Institutional Planning.

Brown Univ., Providence, R.I.

Pub Date Jan 72

Note—41p.; Paper presented at the National Forum on New Planning and Mnangement Practices in Higher Education, Denver, Colorado, January 26-28, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Admission (School), Cost Effectiveness, *Educational Planning, *Higher Education, *Management Systems, Operations Research, Research, *Resource Allocations, Resource Guides, *Systems Analysis

This document, composed of 3 separated papers under 1 cover, is a case study of 1 institution's attempt to develop a system to permit optimum utilization of limited resources. The part of the system discussed here assumes that the institution has already made the decisions as to what it can do well and has to some extent allocated such resources as faculty, facilities, and money to these programs. The next step is to attract and select those students who will best utilize the resources as they are currently allocated. The primary focus of the 3 papers is on the fiscal elements of this system. (Author/HS)

ED 062 910 HE 002 994

Sandow, Stuart A.

Emerging Education Policy Issues in Law: Fraud.

Syracuse Univ. Research Corp., N.Y.

Pub Date Nov 70

Note—47p.

Available from—Educational Policy Research Center/Syracuse University Research Corp., 1206 Harrison Street, Syracuse, New York 13210 ($1.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Performance, *Educational Accountability, Higher Education, *High School Graduates, High School Students, Lawyers, *Legal Problems, Legal Responsibility, *Secondary Education

This document is one in a series of papers designed to explore the legal aspects of potential issues and problems arising in higher education. This particular paper deals with the case of a student suing his school board for fraud. His reasoning for the suit is that he can read only on the 7th grade level but was awarded a high school diploma anyway. The lawyers surveyed concerning this case either felt strongly that such an instance could never occur or that it would occur within the next 6 months to 4 years. Ninety percent of the lawyers surveyed were of the opinion that such a case could avoid going through the judicial process by going instead through legislation; 80% see the event as being beneficial to society; and 85% see the event as increasing the quality of education. (HS)

ED 062 911 HE 003 000

Financing Higher Education in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 65

Note—118p.

Available from—University of Toronto Press, University of Toronto, Toronto 181, Ontario, Canada

Document Not Available from EDRS.

Descriptors—*Educational Administration, Educational Economics, *Educational Finance, Financial Needs, *Financial Support, *Higher Education, *International Education

It is the purpose of the committee responsible for this document to study, report, and make recommendations on the financing of universities and colleges of Canada, with particular reference to the decade ending 1975, including: (1) prospective financial requirements of universities and colleges, for operation, research, physical facilities and student aid; (2) the proportion of the financial support of higher education that should be provided by tuition fees, contributions from governments, corporations, foundations and individuals, and other sources; (3) policies regarding the allocation of funds for higher education and criteria by which institutions and students should be deemed eligible to receive such aid; (4) organization for the financing of higher education, including the roles of appropriate agencies for the distribution of funds; and (5) any other matter related to the financing of universities and colleges and university students. (Author/HS)

ED 062 912 HE 003 002

Mieremet, Marian And Others

National Patterns of R&D Resources. Funds and Manpower in the United States 1953-1972.

National Science Foundation, Washington, D.C.

Report No—NSF-72-300

Pub Date 71

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (3800-0112; $.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Development, *Higher Education, *Research, *Research and Development Centers, Researchers, *Scientific Research, *Scientists

This document provides a concise overview of current and historical interrelationships and patterns of national scientific and engineering resources. Major points of the report are: (1) research and development (R&D) expenditures in the U.S. are expected to reach $28.0 billion in 1972; (2) total R&D spending is estimated to rise 4.3% between 1971 and 1972; (3) R&D is expected to account for 2.5% of the estimated 1972 U.S. gross national product; (4) approximately 54% of the national R&D effort is supported with federal funds; (5) the industrial sector is the second largest source of R&D funds, providing 40% of the funds; (6) an estimated 519,000 scientists and engineers were employed in R&D during 1971; (7) more than one-third of the scientists and engineers in the U.S. are engaged in R&D; (8) nearly 40% of the national R&D effort is devoted to research; and (9) universities and colleges are expected to perform more than 55% of the national basic research effort during 1972. (HS)

ED 062 913 HE 003 006

Educational Technology in Higher Education: The Promises and Limitations of ITV and CAI.

National Academy of Engineering, Washington, D.C. Commission on Education.

Pub Date Sep 69

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Educational Finance, *Educational Technology, Federal Aid, *Higher Education, Instructional Media, *Instructional Technology, State Aid, *Televised Instruction

The present report, prepared by the Instructional Technology Committee of the National Academy of Engineering's Commission on Education, presents some accumulated data concerning computer-aided instruction and instructional television as used in institutions of higher learning. The report consists of 4 sections: (1) The Promise of Educational Technology; (2) The Problem of Higher Education, including student unrest and increasing costs; (3) Funding Prospects; and (4) The Role of the Engineering School. Appendix A gives further background for the prospect of funding by the federal government, the state government, endowments and other institutional sources, local governments, private foundations, and industry. Appendix B presents a data base for instructional television and computer-aided instruction. (HS)

ED 062 914 HE 003 010

The College Choices of Thirty Black Project Opportunity Students.

College Entrance Examination Board, Atlanta, Ga. Southern Regional Office.; Southern Association of Colleges and Schools, Atlanta, Ga.

Report No—1971-1

Pub Date 71

Note—17p.

Available from—College Entrance Examination Board, Southern Regional Office, 17 Executive Park Drive, N.E., Atlanta, Georgia 30329

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Choice, *College Integration, *Higher Education, *Negro Colleges, *Negro Students

Project Opportunity is a continuing talent search and encouragement program that attempts to increase the number of black and white, minority/poverty students who continue their education beyond high school. The present study focuses on black students in Project Opportunity who were accepted at both integrated and black institutions and examines the reasons of these black students for choosing one type of institution over the other. Of the 30 black students in the program meeting the qualifying criteria, 22 chose to attend integrated colleges. Their reasons were based on 2 major criteria: (1) they saw integrated schools as offering a more challenging experience; and (2) they did not receive prompt and efficient admission information and notification from the black schools as to the awarding of financial aid. The 8 students who ultimately chose to attend black colleges did so primarily because they felt the atmosphere would be more relaxed and therefore more conducive to study. (HS)

ED 062 915 HE 003 016

Carpenter, Gay

College Student Government as a Leisure Pursuit.

California State Coll., Long Beach.

Pub Date Jan 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Higher Education, *Learning Experience, *Student Government, *Student Leadership, Student Organizations, Student School Relationship

This document presents the results of a survey conducted to determine whether students involved in student government view this work as a leisure or learning experience. A sample of 91 students at California State College, Long Beach were surveyed. Data were collected by means of a questionnaire that sought demographic information and attitudinal responses to a semantic differential scale. Results indicate that respondents view their student government experiences as learning experiences and not leisure pursuits. The bulk of students surveyed see their student government involvement relating to their future career plans and are there because they feel something is being learned. (Author/HS)

ED 062 916 HE 003 017

Bailey, Robert L., Ed.

A Report of the Sub-Committee to Survey the Acceptance of Non-Traditional Grading Patterns by Government, Industry and/or Graduate Institutions - 1972.

American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.; Governors State Univ., Park Forest South, Ill.

Pub Date 72

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Credit No Credit Grading, Grade Point Average, *Grades (Scholastic), *Higher Education, *Pass Fail Grading, *Student Evaluation

Presented in this document are 5 papers concerning nontraditional grading systems and their acceptance. Nontraditional grading practices such as the pass/fail or pass/no credit systems are being used in some fashion in many American colleges and universities today. However, most of these institutions limit considerably the amount of credit that may be earned on such a system, and very few will allow 50% or more credit to be earned on this basis. Employers in private industry appear to be less concerned with the type of system a student was graded on than his previous work experience record, and government employers base their hiring on government-designed tests rather than grades. Acceptance to medical or law school is, however, highly determined by previous scholastic records, and professional schools of this sort do not seem to be very receptive to records with nontraditional grading sym-

bols. Students on these grading systems are, for the most part, enthusiastic. They feel that absence of the traditional grading system relieves pressures about grades, gives freedom to explore new areas, facilitates close student-faculty relationships, and reduces competition with fellow students. (HS)

ED 062 917 HE 003 018

Branch, Roger G. Platt, Larry A.

The Effects of Early Clinic Experience Upon Dental Students: A Study of Professional Role Adoption.

Georgia Southern Coll., Statesboro.

Pub Date 72

Note—24p.; Paper presented at the Annual Meeting of the Southern Sociological Society, New Orleans, Louisiana, April 5-8, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Clinical Experience, Dental Schools, *Dentists, Educational Innovation, Health Occupations, *Higher Education, Professional Occupations, *Student Experience

This paper provides a progress report on a study of a new dental school that departs from the traditional approach to professional socialization by channeling its students into clinic experience early in the first year of training. Based upon data from the first 2 years of a 6-year longitudinal investigation, the study focuses on the first class to enroll at the school. The basic issue examined is the influence of early and extensive patient contact through structured clinic experience on students' professional orientations and self-conceptualizations. (Author)

ED 062 918 HE 003 019

Hobbs, Nicholas, Ed.

The Prospects for Higher Education.

Southern Newspaper Publishers Association, Atlanta, Ga.

Pub Date [71]

Note—95p.

Available from—Southern Newspaper Publishers Association Foundation, P.O. Box 11606, Atlanta, Georgia 30305 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, *Educational Accountability, *Educational Change, Educational Finance, *Educational Innovation, *Educational Planning, Governance, *Higher Education, Journalism, Negro Education

The Southern Newspaper Publishers Association (SNPA) Foundation, in cooperation with various Southern universities, each year conducts a program of seminars for Southern journalists. The purpose of the seminars is to give those whose responsibility it is to report, edit, and comment on the news the opportunity to increase their knowledge and understanding of the complex events with which they deal in their work. The 1971 seminar, held at Vanderbilt University, dealt with the future prospects for higher education. This document is comprised of papers presented at that seminar. The papers are: (1) "University and Society: Educational Freedom and Institutional Obligation"; (2) "Financing Higher Education in the 'Crisis' Period"; (3) "A Challenge to Higher Education"; (4) "Educational Reform and Social Change: A Student Perspective"; (5) "The Higher Education of Black Americans for the Decade of the 1970s"; (6) "The Governance of Universities"; and (7) "The Community College: Myth and Reality". (HS)

ED 062 919 HE 003 023

Marks, Kenneth E., Comp.

Collective Bargaining in U.S. Higher Education: 1960-1971. A Selective Bibliography.

Iowa State Univ. of Science and Technology, Ames. Library.

Pub Date 72

Note—73p.

Available from—Iowa State University, The Library, Attn: Photoduplication Center, Ames, Iowa 50010 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Collective Bargaining, College Faculty, Employer Employee Relationship, *Faculty, *Higher Education, *Professors, Teacher Militancy, *Unions

This document represents a substantial attempt to survey the literature of labor negotiations as it relates to the faculty in higher education. Works are included that provide a history of collective bargaining in the U.S. and the evaluation of the laws governing labor relations. The pros and cons on the applicability of various bargaining concepts to public employees can only be understood if the entire development of labor relations is known. Other works focus on concrete proposals for collective bargaining episodes and alternative methods of attaining the goals sought through professional negotiations. (HS)

ED 062 920 HE 003 024

Feinsot, Aaron Sigel, Efrem

Breaking the Institutional Mold: Implications of Alternative Systems for Postsecondary/Higher Education.

Pub Date 71

Note—104p.

Available from—Knowledge Industry Publications, Inc., Tiffany Towers, White Plains, New York 10602 ($100.00)

Document Not Available from EDRS.

Descriptors—Development, *Educational Change, *Educational Innovation, *Educational Planning, *Higher Education, *Planning

Colleges and universities throughout the country are presently faced with responding to a crisis that could mean their very existence. The move toward mass education is well on its way and few administrators have grasped the speed or direction of the changes overwhelming them, especially those changes involving new social attitudes and technologies of instruction. The clear direction of change is toward a broader, more flexible, more competitive and less institutional system of post-secondary education. Traditional 4-year colleges and universities face competition from such alternative systems as: off-campus, independent study programs; TV college and other programs utilizing audiovisual or broadcast technologies to transmit information to the student; the public 2-year colleges, already strongly established and a potent competitor for public funds; the private proprietary schools run by industry; and the external and other credit-by-examination programs. Colleges and universities must therefore create their own alternative programs for students, bearing in mind that only solidly based, sound programs will enable them to survive. (HS)

ED 062 921 HE 003 027

Morey, Ann I.

Institutional Images: Importance to Student Choice of College.

University of Southern California, Los Angeles.

Pub Date Apr 72

Note—27p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Choice, *Environmental Influences, *Environmental Research, *Higher Education, Personal Interests, *Student Attitudes

This paper is a summary report of a study undertaken to examine the conceptualization and function of college images as a factor in college choice. More specifically, the investigation was focused on the images held of 3 University of California campuses by entering freshmen. It included an examination of (1) the accuracy of the images held by freshmen prior to their actual enrollment at their respective campuses; (2) how entering freshmen obtained their information and impressions of the U. C. campus to which they applied; and (3) the importance of image in the choice of particular campuses. A supplementary concern of the study was the comparison of the images held of the 3 campuses by the entering freshmen and by the samples of sophomore students. (Author/HS)

ED 062 922 HE 003 028

Johnson, Patricia

Administrative Considerations in Research in Education for the Health Professions.

California Univ., Davis. School of Veterinary Medicine.

Pub Date Apr 72

Note—6p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, Curriculum Evaluation, *Educational Change, Educational Innovation, *Educational Research, Evaluation, *Health Education, *Higher Education, Researchers

Research in Health Professional Education is performed by (1) Directors of Offices of Research in Education, (2) Behavioral Scientists employed by Health Professional schools in faculty positions, and (3) Behavioral Scientists brought in as consultants. Research conducted by Directors of Offices of Research in Education is probably of most use to their institutions because of their knowledge of the needs of their schools and because of their service orientation. Some areas in which research is being conducted are: (1) studies of selection, (2) studies of personality, (3) studies of curriculum, and (4) evaluative studies. The latter 2 are most likely to be supported by the school, and thus are most likely to be engaged in. Whichever areas are chosen will depend on how the faculty and administration perceive the needs of the institution and the function of the Office of Research in Education. Research investigating the worth of innovative teaching methods or materials may have to be supported by outside funds. (Author)

ED 062 923 HE 003 029

Kapel, David E.

Attitudes Toward Selected Stimuli: Commonality and Differences Within and Between Two Dissimilar High Risk Black College Groups.

Temple Univ., Philadelphia, Pa.

Pub Date 4 Apr 72

Note—24p.; Paper presented to the American Educational Research Association 1972 Annual Meeting, Chicago, April 4, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Black Power, Disadvantaged Youth, *Higher Education, *Minority Groups, *Negro Education, *Negro Students, Negro Youth, *Student Attitudes

An exploratory study was conducted to determine attitudes and/or semantic structures toward college related (Professors, Name of Institution, Afro-American Courses) and personal (Black Students, White Students, Me-Myself) stimuli within and between 2 dissimilar, all male, high-risk, Afro-American College groups at 2 institutions (Temple University, N=16; Glassboro State College, N=23). Osgood's semantic differential technique was applied to both groups. Findings suggest that there was a great deal of commonality between the 2 groups in terms of their attitudes toward the stimuli. There was no significant institutional or dimensional main effects, but stimuli main effect reached significance. Post Hoc tests were used to look at differences. Black pride and identification were the strongest stimuli. (Author)

ED 062 924 HE 003 030

Stallings, William M. Gillmore, Gerald M.

Relationships Between Figural Creativity and Grades in a College of Fine and Applied Arts.

Illinois Univ., Urbana.

Pub Date Apr 72

Note—11p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Creative Thinking, *Creativity Tests, *Grade Prediction, Grades (Scholastic), *Higher Education, Predictive Ability (Testing), *Predictive Measurement

For the past several years, entering University of Illinois freshmen have been required to participate in a "College Diagnostic Testing Program." A central purpose of this program has been to improve the prediction of course grades and of overall gradepoint averages (GPA) within the various colleges of the university. The unit for which the prediction of course grades and overall GPA has traditionally proved most refractory has been the College of Fine and Applied Arts (FAA). This is assumed to be so because these evaluations include a judgment of the student's exhibited creativity as well as his technical competence. One would expect to find significant relationships between measures of creativity and grades in courses presumably eliciting creative behavior. Therefore, in the fall of 1968 over 300 freshmen in FAA were administered the Figural Test of the Torrance Tests of Creative Thinking during the diagnostic testing. The results show that the Torrance Figural Test has little utility in enhancing the prediction of course grades in FAA. This would indicate that either the test is invalid or that creativity is not rewarded in FAA courses. (HS)

ED 062 925 HE 003 031
Dillon, William J.
University of San Francisco Historical Series Charts on Educational Costs: 1900-1972.
San Francisco Univ., Calif.
Pub Date 72
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Fees, Financial Support, *Higher Education, *Student Costs, *Tuition
This document presents a series of charts that illustrate the changes in tuition and fee charges at the University of San Francisco over the years from 1900 through 1972. The charges per year range from $80 in 1900 to $1,792 in 1972. (HS)

ED 062 926 HE 003 035
Springer, Colby H.
MICRO-U 70.1: Training Model of an Instructional Institution, Users Manual.
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—WICHE-TR-10
Pub Date Mar 70
Contract—OEC-0-8-980708-4533(010)
Note—168p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Budgeting, *Computer Programs, *Educational Administration, *Educational Finance, *Higher Education, *Information Processing, Management, Money Management, Operating Expenses
MICRO-U is a student demand driven deterministic model. Student enrollment, by degree program, is used to develop an Instructional Work Load Matrix. Linear equations using Weekly Student Contact Hours (WSCH), Full Time Equivalent (FTE) students, FTE faculty, and number of disciplines determine library, central administration, and physical plant costs. The Instructional Work Load Matrix is used to develop the number of sections, the number of faculty, the number of support personnel, instructional supplies, office supplies, and travel expense. The costs are developed for departments, distributed to disciplines, allocated to degree programs, and used to compute per unit costs for WSCH, degree program FTE, and FTE students. All computations are performed for 1 to 5 cases, each using the previous case as the base or default data. Thus, alternative cases for a single year or a 5-year incremental case is possible. The report program provides the following reports: Departmental Data and Resource Requirements, Budget Projections, Budget Projections by Discipline, Project Discipline Costs per WSCH, Degree Program Budget Report by Discipline, Annual Cost per Student by Degree Program, and Degree Program Budget Report by Expenditure Type. Operating instructions for the IBM system 360F and program listings are included in the manual. (Author/HS)

ED 062 927 HE 003 042
Summary Report 1971. Doctorate Recipients from United States Universities.
National Academy of Sciences-National Research Council, Washington, D.C. Office of Scientific Personnel.
Report No—OSP-MS-6
Pub Date Apr 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Degrees (Titles), *Doctoral Degrees, Doctoral Programs, Educational Research, *Graduate Study, *Graduate Surveys, *Higher Education
This report presents a brief summary of data gathered from the Survey of Earned Doctorates during fiscal year 1971. The data refer to all research doctorates earned during the period July 1, 1970 through June 30, 1971, but they do not include professional degrees such as the M.D., D.D.S., and D.V.M. The document is composed primarily of 4 tables that present the data by number of degrees awarded, field of study, subfield of study, source of financial support, and state. (HS)

ED 062 928 HE 003 043
Sedlacek, William E. And Others
Black Student Attitudes Toward a Predominantly White University.
Maryland Univ., College Park. Cultural Study Center.
Report No—CSC-RR-8-71
Pub Date Mar 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Higher Education, Negro Education, *Negro Students, *Race Relations, *Racial Discrimination, *Student Attitudes
This document presents the results of an attitudinal study using 635 black students at the University of Maryland. Results indicate that blacks strongly feel that the University should provide a telephone crisis service, a drug counseling service, contraceptive and abortion information, Student Advisory Boards, and a legal counseling service. They also feel that the University should recruit more black students, that they do not have ample authority to participate in policymaking, and proper channels are not available to express complaints. In addition, black students feel that faculty advisors and teaching faculty care more about students than do administrators. Blacks attend the University because it is conveniently located or because it offers the type of program desired. Only 5% indicated the high school counselor as a factor in college choice. It is suggested that more black students on campus is a partial but necessary step toward making the campus a more comfortable place for blacks. (Author/HS)

ED 062 929 HE 003 044
Pottinger, J. Stanley
[Affirmative Action and Faculty Policy.]
Office for Civil Rights (DHEW), Washington, D.C.
Pub Date 5 May 72
Note—24p.; Remarks at the Panel on Affirmative Action and Faculty Policy of the American Association of University Professors, New Orleans, May 5, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Rights, *Equal Opportunities (Jobs), Feminism, *Higher Education, Nondiscriminatory Education, *Racial Discrimination, *Sex Discrimination
The Office of Civil Rights is faced with a myriad of problems concerning discrimination on college campuses. The problems range from cases concerning racial discrimination to sex discrimination in both student body and faculty makeup. Therefore, a series of affirmative action plans have been stipulated for those colleges and universities who are indeed underutilizing minority group members in their staffing. The academic community generally view the affirmative action component as an impersonal, statistical approach to hiring and promotion and as being detrimental to the maintenance of high academic standards. Women and minorities, on the other hand, see the affirmative action component as constituting the most effective way of ensuring that historic and cultural biases about the role and capabilities of women and minorities do not color the decisions that effect their opportunity for employment and advancement in the academic world. (HS)

ED 062 930 HE 003 045
Annotated Bibliography of Cultural Study Center Studies, 1969-1972.
Maryland Univ., College Park. Cultural Study Center.
Pub Date 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Grade Prediction, *Higher Education, *Minority Groups, *Negro Education, Race Relations, *Racial Attitudes, Racial Differences
This document presents an annotated bibliography of Cultural Study Center Studies written from 1969 through 1972. The papers annotated deal with such topics as black student enrollment, racial attitudes of whites, black admissions, black and white vocational choices, black student attitudes, attitudes of Danish persons, grade prediction and racial factors, black student attrition, and the importance of social acceptability in the measurement of racial attitudes. (HS)

ED 062 931 HE 003 048
Rogers, Joy
Possible Dependent Variables in Student Choice Research.
Purdue Univ., Hammond, Ind. Calumet Campus.
Pub Date Apr 72
Note—9p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Innovation, Experimental Programs, *Higher Education, *Student Centered Curriculum, *Teaching Methods, *Teaching Techniques
This document presents a discussion of several dependent variables related to the topic of student choice of subject matter within specified courses. The dependent variables discussed are: attitudes, personality, pacing, achievement, future choices, and varied instructional outputs. Personality has never been used as a dependent variable in any research and therefore is only suggested as a possibility for future research, as are the variables of future choices and instructional outputs. Achievement, as might be expected, is mixed with regard to experimental and control groups and no positive statement can be made either way. However, research has been conducted using student attitudes toward and student pacing of work. Student attitudes are more often positive and least often negative if the students are given choices of coursework. In experiments concerning pacing, it has been proven that students, given a certain amount of work to be completed in a specified amount of time, are able to pace themselves to complete that work. A list of references is included. (HS)

ED 062 932 HE 003 049
Baptiste, Hansom P., Jr. Meindl, Carmelita O.
An Answer to a Challenge: Innovation in University Curriculum.
Indiana Univ., South Bend.
Pub Date [71]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Educationally Disadvantaged, *Higher Education, Minority Groups, *Negro Education, *Urban Education, *Urban Universities
This paper discusses the development, implementation, and evaluation of a first-year action program at Indiana University, South Bend, designed to prepare urban people for careers in education. The program was initiated because of the need presented by the ever growing concentration of blacks in the urban environment who, in many cases, face poor housing, unemployment and no political identity. The concentration of population and high level of unemployment in urban American emphasize the urgent need for educational programs designed to develop marketable skills for individuals. There are demands upon universities to offer such programs for the training of individuals from poverty areas. This training, hopefully, would raise the educational level of the participants, provide them with a set of skills, and create on-the-job training that would lead to full-time employment. (Author/HS)

ED 062 933 HE 003 050
Kojaku, Lawrence K.
Major Field Transfer: The Self-Matching of University Undergraduates to Student Characteristics.
California Univ., Los Angeles.
Pub Date [71]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Majors, *College Students, *Educational Planning, *Higher Education, *Student Characteristics
The initial decisions that young people make about their educational plans are often tentative and subject to change. Previous research indicates that generally one-third to one-half of university undergraduates change from one major field to another. This study attempted to show that when students change from one curricular specialization to another, they are matching themselves to the characteristics of other students. More specifically, the study assessed the degree to which university undergraduates changing major fields are similar to students in the fields they enter and in the fields they leave on measures of activities, attitudes, family background, aptitude, and personality traits. The findings of this investigation imply that after curricular transfer there is greater homogeneity within each major field and greater heterogeneity between major fields than before transfer. This study therefore gives evidence that major field turnover is to some extent logical, orderly, and

predictable. There may be significant implications for institutional and departmental admissions, counseling and guidance, and for curriculum evaluation, planning, and reform. (HS)

ED 062 934 HE 003 052

Seagren, C. Donald

Differences in Perceived Institutional Functioning and Responsiveness to Change as Related to Faculty Types in Selected Four-Year Colleges.

Indiana Univ. of Pennsylvania.

Pub Date 8 Mar 72

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *College Faculty, Educational Administration, *Educational Change, *Higher Education, Professors, Student Behavior, *Teacher Attitudes

This investigation is part of a larger exploratory study dealing with the response of 4-year colleges to student pressures for institutional change. This study deals with faculty perceptions and attitudes regarding: (1) the extent and nature of student pressures for institutional change; (2) the extent to and manner in which the institutions under study have responded to such pressures; and (3) the institutional functioning characteristics that appear to be significantly related to both student pressures and institutional responses. Specifically, this study deals with the following questions: (1) Do different types of faculty perceive differently various dimensions of institutional functioning? (2) Do different types of faculty perceive differently the responses of institutions to student pressures for change? (3) Are there differences between the institutions studied in terms of faculty perceptions of the dimensions of institutional functioning at their institutions? and (4) Are there differences between the institutions studied in terms of faculty perceptions of institutional responses to student pressures for change at their institutions? (Author)

ED 062 935 HE 003 053

Schoen, Kathryn

Innovations in Curricula in the Health Professions and Their Evaluation.

Ohio State Univ., Columbus.

Pub Date 5 Apr 72

Note—9p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April 5, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Educational Change, *Educational Innovation, Health Education, *Health Occupations Education, *Higher Education

Generally, today's curriculum trends in the health professions are to allow for increased enrollment of students, to permit greater curriculum flexibility, to arrange earlier introduction of students to patients, to shorten program time, to attract minority students, to encourage more community learning experiences, to permit more independent learning, to encourage interdisciplinary efforts, to improve career mobility, and to utilize techniques to more specifically identify behavioral objectives for evaluation. This document briefly describes such programs. Information is given about persons responsible for the programs so that further data might be obtained by interested parties. (Author/HS)

ED 062 936 HE 003 054

Bowers, Thomas A. Pugh, Richard C.

A Comparison of Factors Underlying College Choice by Students and Parents.

Indiana Univ., Bloomington.; North Carolina Univ., Chapel Hill.

Pub Date Apr 72

Note—12p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April 3-7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Admission, *College Choice, College Freshmen, *Decision Making, *Higher Education, *Personal Interests

This document presents the results of a study designed to determine the reasons why students and parents select the college or university the student is to attend. The study took place in the Fall of 1970 when the freshman students at Indiana University and their parents were issued questionnaires concerning various criteria for choice. For both groups of participants, the academic reputation of the university and the reputation of the specific department or school in which the student intended to study were the 2 most important reasons. However, financial, geographical and academic factors were more important to parents than students, while students attached greater importance to social and cultural and to informal advice factors. The findings suggest that university admissions officials should be sure to provide high school counselors and teachers with relevant information about their institution that the counselors can pass along to prospective students. It also appears that there needs to be increased recognition of the importance of alumni in attracting students. (HS)

ED 062 937 HE 003 056

Master's Degrees in the State of New York 1969-70.

New York State Education Dept., Albany. Bureau of College Evaluation.

Pub Date 72

Note—99p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Degrees (Titles), Educational Administration, *Educational Improvement, *Graduate Study, *Higher Education, *Masters Degrees

During academic year 1969-1970 a survey was conducted at 56 of the 82 master's degree granting colleges and universities in New York State to determine the quality, quantity and type of education being offered in the State. In the smaller colleges and seminaries, data were collected concerning all master's degree programs offered; at the larger institutions programs were examined in 9 areas: biology, English, French, history, mathematics, psychology, business administration, elementary education or secondary education-social science, and education-guidance. Information was collected by mail on enrollments, admission standards, student profiles, curricular content and development, grading, the credentials, experience and assignments of faculty members, and the adequacy of libraries and other facilities for graduate study. This report presents the findings of the survey and makes recommendations for the improvement of the master's degree programs, as a regional entity, in the State. (HS)

ED 062 938 HE 003 060

Hall, William S. And Others

Stages in the Development of A Black Identity.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date 72

Note—24p.

Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cultural Awareness, *Group Unity, *Negro Attitudes, *Negroes, *Self Concept, Student Attitudes

The purpose of the experiment described in this document was to obtain empirical evidence regarding the plausibility of an hypothesis that there are 4 stages in the evolution of black awareness. The first stage is the pre-encounter stage, in which a person is programmed to view and to think of the work world as being non-black, antiblack, or the opposite of black. Behavior and basic attitudes toward self are determined by the "oppressor's" logic. The second is the encounter stage, in which some experience manages to slip by or even shatter the person's current feelings about himself and his interpretation of the condition of the Negro. In the third stage of immersion, everything of value must be relevant to blackness, and in the final internationalization stage the person focuses on things other than himself and his own ethnic or racial group. One hundred eighty (90 black and 90 white) were tested to explore the hypothesis. Within the limitations of this study, the hypothesis has received general support. (HS)

ED 062 939 HE 003 063

Sandler, Bernice And Others

Statistics Concerning Doctorates Awarded to Women.

Association of American Colleges, Washington, D.C.

Pub Date Apr 72

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Degrees (Titles), *Doctoral Degrees, *Feminism, *Graduate Study, *Higher Education, *Womens Education

This document is comprised of charts that present information concerning the number and percentage of doctorates awarded to women in the United States. The data are reported in 3 sets of computations: (1) the percentage of doctorates awarded to women between 1960 and 1969; (2) the combined percentage awarded to women by the largest degree-awarding institutions by the best ranked departments in each field; and (3) the percentage of doctorates awarded to women by the top 5 graduate institutions in selected disciplines during the periods 1953-58 and 1963-68. (HS)

ED 062 940 HE 003 066

Ladd, Forrest E.

Ten-Year Advance Study of Bethany Nazarene College: Final Report.

Bethany Nazarene Coll., Okla.

Pub Date Jan 72

Note—133p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Planning, *Educational Research, *Evaluation Techniques, *Higher Education, *Institutional Research

This document presents the final report of a 3-year self-study of Bethany Nazarene College which focuses on self-evaluation and planning for the decade of the 70's. Seven areas were studied: philosophy and objectives, instruction, students, faculty, physical facilities, business and finance, and administration. A steering committee developed procedures for continuing self-study and implementation of recommendations. The study was conducted primarily by faculty, with administrators, students, trustees, and outside consultants participating. A resources committee made an extensive survey of relevant literature. (Author/HS)

ED 062 941 HE 003 068

Minicomputers in the Digital Laboratory Program.

National Academy of Engineering, Washington, D.C. Commission on Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-C310; Tsk-Ord-161

Pub Date Apr 72

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Educational Technology, *Higher Education, Instructional Media, Laboratory Equipment, *Laboratory Training

The Task Force responsible for this document was established to study 2 major questions: (1) How should the minicomputer be used in the undergraduate classroom and laboratory program? and (2) What type of minicomputer facilities are needed to carry out the recommended program? The first question is treated in Part 1. Two types of applications are considered. A student in the computer engineering area will need a program that allows him to master all aspects of hardware, software, and system design. The minicomputer, therefore, provides him with a unique educational tool to explore all of these areas. Other students in electrical engineering may not want or need to go into this depth of knowledge in the use of minicomputers. This section presents the different types of courses and laboratory work required to satisfy both of these needs. Part 2 considers the problem of specifying the facilities and equipment needed to implement the various aspects of the recommended program. It provides a general discussion of the factors that should be considered in selecting a minicomputer and indicates the problems that are likely to be encountered in day-to-day operation of the machine. (Author/HS)

ED 062 942 HE 003 069

Yelon, Stephen L.

Systematic Development of Instruction for Non-Residential Colleges.

Michigan State Univ., East Lansing.

Pub Date 72

Note—41p.; Paper presented at the 1972 American Educational Research Association Annual Meeting, Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Change, *Educational Innovation, *Higher Education, *Nonresidential Schools, *Special Degree Programs, *Student Centered Curriculum, Student Needs

Nonresidential colleges are well-developed instructional systems that take into account system resources and constraints, system goals, human learning and communication principles, and subject matter structure. This document presents a discussion of 2 such instructional systems, the British Open University and New York's Empire State College, and in a comparative analysis discusses institutional objectives, program evaluation, planning subject matter, and planning communication systems. A discussion of possible system refinements is included as well as an appendix that lists desirable design features of an instructional system. (HS)

ED 062 943 HE 003 071

Academic Degree Programs Inventory. Public and Private Senior Colleges and Universities of Texas.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Mar 72

Note—204p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Associate Degrees, *Bachelors Degrees, College Majors, Degrees (Titles), *Doctoral Degrees, *Higher Education, *Masters Degrees, Special Degree Programs

This document presents a review of all degree and certificate programs offered by the public and private colleges and universities in the state of Texas. Information is presented by institution. (HS)

ED 062 944 HE 003 073

Warren, Jonathan R.

Varieties of Academic Performance.

Educational Testing Service, Berkeley, Calif.; Western Coll. Association, Oakland, Calif.

Pub Date Feb 72

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Academic Performance, College Students, *High Achievers, *Higher Education, *Student Characteristics, Student Evaluation, *Superior Students

The primary purpose of the present study, the identification and definition of the various components of academic performance, was accomplished by asking faculty members at 15 colleges belonging to the Western College Association to describe a top student, an average student, and a poor student in a specified class. The descriptions were analyzed and 7 categories of student performance were developed: (1) general intellectual ability; (2) inquisitiveness and intellectual venturesomeness; (3) problem-solving ability; (4) specific course-related intellectual performance; (5) approach to course; (6) academic performance; and (7) personal qualities. The first 4 major categories form a progression of capabilities from (1) those that students bring to college already well developed, through (2) capabilities they may acquire through exposure to intellectual activity, through (3) more specific learning acquired by observation of instructors and more advanced students as models, to (4) specifically taught knowledge and skills. Category 5 deals with attitudes and inclinations rather than capabilities, and category 6 includes specific kinds of academic behavior such as characteristic ways the student approaches college work and his style of academic behavior. The final category is something of a residual category for elements such as self-assurance and integrity. (HS)

ED 062 945 HE 003 079

Gibbs, Annette

Ten Guidelines for Principals and A Free Student Press.

Virginia Univ., Charlottesville. School of Education.

Pub Date Feb 72

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Higher Education, Journalism, Newspapers, *School Newspapers, *School Publications, *Secondary Education, *Student Publications

This paper presents guidelines for the chief student personnel administrator in implementing editorial policies related to freedom of expression in the sanctioned student newspaper. The guidelines are: (1) the function of the student newspaper should be clearly defined and agreed upon by the students, faculty and administrators; (2) the function of the student newspaper, as it relates to student freedom of expression, is parallel with the function of the commercial newspaper; (3) editorial freedom of expression is a basic requirement for the student newspaper; (4) the student newspaper should not be considered as an official publication of its school; (5) students do not forfeit their constitutional rights of freedom of expression; (6) student newspaper editorial policies which promote the lawful educational goals of the school are viewed as desirable by the courts; (7) a publications board offers the best method for providing guidance and leadership for the student newspaper activity; (8) student newspaper editorial freedom of expression requires student responsibility for presenting news and opinion accurately, fairly, and completely; (9) a professionally competent adviser for the student newspaper staff is desirable for both students and the administration; and (10) the student newspaper is primarily a medium of communication for students. (HS)

ED 062 946 HE 003 085

Lovell, C. C.

Student Flow Models: A Review and Conceptualization.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-25

Pub Date Aug 71

Contract—OEC-0-8-980708-4533(010)

Note—96p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, *Educational Planning, *Educational Research, *Enrollment Projections, Enrollment Trends, *Higher Education, *Institutional Research

The manner in which students move through the system of higher education--changing majors, leaving the system for undetermined periods and then returning, failing and repeating courses, continuing on for advanced and professional degrees--can have a significant effect on the planning and managing of institutions. The purpose of this paper is to review the accomplishments to date in the area of student flow modeling and, against this setting, propose an initial and straightforward model for projecting student enrollments at the institutional level. The model provides . . projections of applicants, admissions, enrollments, and departures. It may be used to address questions associated with changes in the status quo through the process of data modification and segmented multiple projection. However, the validity of projections of this type lies primarily with the reliability of the information used to make modifications and the extent to which interactions associated with the changes have been accounted for. (Author/HS)

ED 062 947 HE 003 086

Romney, Leonard C.

Faculty Activity Analysis: Overview and Major Issues.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-24

Pub Date Dec 71

Contract—OEC-0-8-980708-4533(010)

Note—117p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Budgeting, *College Faculty, Educational Administration, *Educational Finance, *Higher Education, Money Management, *Salaries, *Teacher Salaries

One of the primary objectives of the National Center for Higher Education Management Systems (NCHEMS) is to develop methods and techniques to assist institutional decision makers in allocating and utilizing available resources. Besides being key institutional resources, faculties are primary users of financial resources. Their salaries often represent 60 to 80 percent of institutional operating budgets. In the context of other NCHEMS projects dealing with program costing, it is imperative that faculty salaries be distributed to programs. Data on faculty activities are on way to do this. For these reasons, faculty activity analysis (FAA) is the subject of the present project. The purposes of the FAA project are to develop (1) techniques for collecting data that will serve as a foundation for allocating faculty salaries to institutional programs, and (2) standard procedures for analyzing faculty activities. This document presents a discussion of the broad purposes of FAA, an overview of the issues that must be addressed during the design of faculty activity studies, and a review of the literature. A comprehensive bibliography concludes the paper. (Author/HS)

ED 062 948 HE 003 087

Gulko, Warren W.

Program Classification Structure.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-27

Pub Date Jan 72

Contract—OEC-0-8-980708-4533(010)

Note—135p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Budgeting, *Educational Administration, *Educational Finance, *Educational Planning, *Higher Education

The Program Classification Structure (PCS) was developed to provide a consistent means of identifying and organizing the activities of higher education in a program-oriented manner. It was developed with 5 considerations in mind: (1) to provide a common framework for classifying and organizing the program elements of higher education institutions; (2) to provide a structure that is usable by a substantial variety of institutions with a wide range of institutional objectives; (3) to retain, where feasible, compatibility with current institutional structures; (4) to facilitate the transformation of data between existing institutional accounts and the PCS; and (5) to facilitate the exchange of institutional data and subsequent comparison and analysis. The underlying philosophy of the PCS assumes that institutions of higher education will continue in their efforts to develop systems that reflect the concepts of program budgeting. It is upon these concepts that the structure has been designed, with certain modifications to reflect the current realities of American higher education. (Author/HS)

ED 062 949 HE 003 088

Gulko, Warren W. Hussain, K. M.

A Resource Requirements Prediction Model (RRPM-1): An Introduction to the Model.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-19

Pub Date Oct 71

Contract—OEC-0-8-980708-4533(010)

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Guides, *Educational Administration, *Higher Education, Institutional Administration, *Management, *Management Information Systems

This report is one in a series written on the Resource Requirements Prediction Model (RRPM-1) developed by the National Center for Higher Education Management Systems (NCHEMS). This particular document traces briefly the development of RRPM, its design objectives, testing and implementation at pilot institutions, and the resources required for implementation of the model. It also lists some evaluations by the pilot institutions. This report is addressed to higher education administrators, specifically the top administrator who must make a decision whether or not to implement RRPM. (Author/HS)

ED 062 950 HE 003 089

Hussain, K. M.

A Resource Requirements Prediction Model (RRPM-1): Guide for the Project Manager.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-20
Pub Date Oct 71
Contract—OEC-0-8-980708-4533(010)
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Guides, *Educational Administration, *Higher Education, Institutional Administration, *Management, *Management Information Systems

This report is one in a series written on the Resource Requirements Prediction Model (RRPM-1) developed by the National Center for Higher Education Management Systems (NCHEMS). This particular document is a guide to the project manager, the person responsible for marshaling and coordinating the resources necessary to implement RRPM-1. The Guide has 2 main functions: (1) to provide some details on the type and amount of resources required; and (2) to identify some of the problems of implementation and some approaches to their solution. Hopefully, the reading of this Guide will make future implementations of RRPM-1 more economical and easier to accomplish than otherwise would be the case. (HS)

ED 062 951 HE 003 090
Hussain, K. M. Martin, James S.
A Resource Requirements Prediction Model (RRPM-1): Report on the Pilot Studies.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-21
Pub Date Oct 71
Contract—OEC-0-8-980708-4533(010)
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Guides, *Educational Administration, *Higher Education, Institutional Administration, *Management, *Management Information Systems

This report is one in a series written on the Resource Requirements Prediction Model (RRPM-1) developed by the National Center for Higher Education Management Systems (NCHEMS). This particular document contains a brief evaluation of the RRPM implementation as well as an historical record of all important events related to the pilot studies of RRPM-1.2. It is presented largely in chronological order as follows: the decision on the approach to the model; the organization of pilot studies; the pilot implementation; and finally the preparation for dissemination of information on RRPM-1.3. The discussion of the pilot implementation is concerned with an overall summary analysis and not the details of the experiences at each of the pilot institutions. (Author/HS)

ED 062 952 HE 003 091
Haight, Michael J. And Others
A Resource Requirements Prediction Model (RRPM-1): Input Specifications.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-23
Pub Date Nov 71
Contract—OEC-0-8-980708-4533(010)
Note—156p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Guides, *Educational Administration, *Higher Education, *Institutional Administration, *Management, *Management Information Systems

This report is one in a series written on the Resource Requirements Prediction Model (RRPM-1) developed by the National Center for Higher Education Management Systems (NCHEMS). This particular document is designed to assist the institutional user of the RRPM-1 in preparing the data files required for the operation of the model. It is important to note that specialized versions of the RRPM-1 system, e.g., Community College, 4-year College, will require some modification to the input structure; thus, this document should not be used by those institutions planning to implement these specialized versions. (Author/HS)

ED 062 953 HE 003 094
Haslebo, Gitte And Others
A Different Kind of Postgraduate Education. EIT's Educational Program for International Trainers.
European Inst. for Trans-National Studies in Group and Organizational Development, Copenhagen (Denmark).
Pub Date [70]
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Graduate Study, *Higher Education, *International Education, *Sensitivity Training, *Social Psychology

EIT, or the European Institute for Transnational Studies in Group and Organisational Development, was founded in 1965 as a forum for international trainers in Europe. At present EIT has about 48 members, among which 7 are in the Scandinavian countries. EIT's most important tasks lie within the field of applied social psychology. After many years of consideration, EIT took the initiative to start the first systematic trainer education in Europe in 1970. The program, called Development of International Trainers (DIT), began at a local level and continues at an international one. The purpose of this article is to give a description of the Scandinavian part of EIT's trainer education in which the authors were the Danish participants. (Author)

ED 062 954 HE 003 096
Grants to Private Institutions for Health Education Programs under the Provisions of the Health Services Education Grants Act.
Illinois State Board of Higher Education, Springfield. Master Plan Committee.
Pub Date Feb 72
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Financial Support, *Health Education, *Higher Education, *Medical Education, Professional Education

In the Spring of 1969, the Illinois General Assembly enacted the "Health Services Education Grants Act" providing for allocations to private institutions for increasing enrollments in medical, dental, nursing, and allied health education programs. This report provides a summary of the dollars appropriated to the Board of Higher Education for the implementation of this Act during Fiscal Years 1970, 1971, and 1972, and details the Board of Higher Education's Fiscal 1973 recommendations. (Author)

ED 062 955 HE 003 098
Cotter, Cornelius P.
The Black Student in the Wisconsin State University System.
Wisconsin State Committee to the U.S. Commission on Civil Rights.
Pub Date Oct 71
Note—97p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0500-0069, $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Rights, *Higher Education, *Minority Groups, Negro Education, *Negro Students, *Racial Discrimination

The Wisconsin State Committee and the U.S. Commission on Civil Rights have received many complaints of discrimination against minority students on the campuses and in the communities which house the Wisconsin State Universities. The Committee and Commission staff reviewed the complaints and decided to conduct an inquiry into problems associated with minority enrollment, more specifically, black enrollment, in the Wisconsin State University System. The complaints received pertained mostly to events at WSU-Whitewater and WSU-Oshkosh. In each case the local WSU administration instituted disciplinary action against a group of black students who allegedly committed acts of mass violence. In each instance special academic disciplinary proceedings were instituted by the Office of WSU Regents in Madison, and students were additionally tried in court on criminal complaints. This report is based on the data and impressions gained from the extensive interviews conducted on campus and in the local communities, and from the responses gained from circulated questionnaires. (Author/HS)

ED 062 956 HE 003 100
Glenny, Lyman A., Ed. Weathersby, George B., Ed.
Statewide Planning for Postsecondary Education: Issues and Design.
Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date Sep 71
Note—133p.
Available from—National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, P.O. Box P, Boulder, Colorado 80302 ($3.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Development, *Educational Planning, *Educational Research, *Higher Education, *Management, *Statewide Planning

The purposes of this publication are twofold: (1) to provide a state-of-the-art discussion of statewide planning for postsecondary education for the wide audience of the higher education community; and (2) to identify major areas amenable to future research and development of improved statewide planning and management systems. The contents of the document focus first on the current issues, organizational structures, and trends in alternative objectives and managerial procedures available to educational leaders. Finally, the authors address considerations of how to effect change in educational curricula and how institutions will respond to improved statewide planning. (Author)

ED 062 957 HE 003 101
Harvey, James
Minorities and Advanced Degrees.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Pub Date 1 Jun 72
Note—4p.
Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies $.15 each; over 10 copies $.10 each)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ethnic Groups, *Graduate Study, *Higher Education, Medical Education, *Minority Groups, *Negro Education, *Professional Education

The Agitation for civil rights by black Americans during the 1960's caused many colleges and universities to reassess their recruitment and admissions policies. This reassessment took place primarily at the undergraduate level. Many articles, monographs, and books appeared that considered the merits of preferential admissions for disadvantaged students and described procedures for recruitment and remedial programs. Within the last few years, the discussion has moved to the involvement of graduate and professional schools in the education of minority group students in general, including blacks, Chicanos, and American Indians. This paper examines some of the literature that deals with efforts to increase the numbers of minority students enrolling in post-baccalaureate medical, legal, and graduate programs. (Author)

ED 062 958 HE 003 112
Hardaway, Charles W.
The Status of Women on the Faculty of Indiana State University.
Indiana State Univ., Terre Haute.
Pub Date [71]
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Rights, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

In recent years the role and status of women in the various professions has become a topic of much concern. Claims of unequal opportunities, discrimination, and abuse have been made, and data have been presented by numerous groups to illustrate that some of the claims of discrimination are well-founded. The purpose of this report is to present factual data as they pertain to the status of women on the faculty at Indiana State University. Such information should disclose evidences of discrimination either in employment practices or in the conditions of employment. The data are presented in tabular form in which

comparisons between male and female faculty are shown. In some instances where national data or other pertinent statistics are available, further comparisons are made.

ED 062 959 HE 003 113
Schoen, Kathryn T. And Others
Report of the Ad Hoc Committee to Review the Status of Women at The Ohio State University, Phases I and II.
Ohio State Univ., Columbus.
Pub Date 1 Apr 71
Note—360p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Adult Education, Equal Opportunities (Jobs), *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, *Womens Education, Working Women

In the late summer of 1970, an Ad Hoc Committee at the Ohio State University was appointed (1) to review the status of all women at the University; and (2) to submit a report of the findings and recommendations. The Committee consisted of 3 undergraduate students, 1 graduate student, 2 administrative personnel, and 3 faculty members, one of whom served as chairman. The Committee was then broken down into 4 task forces: (1) the subcommittee to review undergraduate admissions policies, selection criteria, recruitment, financial assistance, counseling, and continuing education opportunities for women; (2) the subcommittee to review graduate admissions policies, selection criteria, recruitment, counseling, and financial assistance; (3) the subcommittee on employment to review hiring and compensation policies, fringe benefits, policies and guidelines for administrative and professional employees, tenure and promotional opportunities, and services, facilities and special programs available to women; and (4) the subcommittee on university committee assignments to review how students, faculty and staff are selected to serve on various committees. The findings and recommendations are presented in this document. (HS)

ED 062 960 24 HE 003 149
Brown, Roscoe C., Jr.
Institute for Training Minority Group Research and Evaluation Specialists. Final Report.
New York Univ., N.Y. Inst. of Afro-American Affairs.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-0708
Pub Date 30 Sep 71
Grant—OEG-0-70-4729
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Educational Research, *Higher Education, *Minority Groups, Researchers, *Special Programs

The Institute for Training Minority Group Research and Evaluation Specialists comprised 4 programs in 1: (1) a 6-week graduate course at New York University (NYU) during the 1970 summer session for 20 minority group persons that provided training in research design, statistics, data collection and analysis, and report writing; (2) a program of visitations to college campuses throughout the country to inform minority group graduates and undergraduates of opportunities in educational research; (3) a workshop at the 1971 AERA meeting for the participants in the Summer Workshop to provide opportunities for them to upgrade their research skills and to attend meetings at the convention; and (4) an evaluation and planning conference in which 10 minority group educational research specialists examined the summer programs at Tuskegee and NYU and considered objectives and priorities for long-range preparation of minority group educational research personnel. All phases of the program were successful, in that 12 of the 20 participants at the Summer Institute are doing some work in educational research, 6 are involved in graduate study, and over 500 students and educators were contacted through the visitation program. (Author/HS)

ED 062 961 HE 003 150
COBRE Research Workshop on Higher Education: Equity and Efficiency.
Chicago Univ., Ill.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Bureau No—BR-8-0293
Pub Date Jun 71
Note—399p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*College Graduates, *Degrees (Titles), Educational Accountability, Educational Planning, *Financial Support, *Higher Education, *Income

This document comprises 8 papers presented at the COBRE Research Workshop on Higher Education. The papers are: (1) "Schooling and Equality from Generation to Generation;" (2) "-Time Series Changes in Personal Income Inequality: The United States Experience, 1939 to 1985;" (3) "Education, Income, and Ability;" (4) "Proposals for Financing Higher Education and Their Implications for Equity;" (5) "State Tuition Policy and Student Loans: An Exploration into Their Effects on Educational Attainment, Mobility, and the Distribution of Income;" (6) "The Role of Ability and Schooling in Determining the Lifetime Earnings Profile;" (7) "The Alternatives Before Us;" and (8) "Optimal Investment in College Instruction: The Efficiency-Equity Quandry." (HS)

ED 062 962 HE 003 151
Shulman, Carol H.
State Aid to Private Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Pub Date Jun 72
Note—44p.
Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Financial Problems, Financial Support, *Higher Education, *Private Colleges, *State Aid

Recent public interest in the unique financial problems of private higher education has resulted in proposals and legislation for state support of independent institutions. Although public assistance alleviates the private colleges' financial problems, it also obligates them to increase state supervision of their activities. Several state boards and independent associations believe the private sector's problems warrant special concern and action. Reflecting this view, the reports and position papers listed in this bibliography generally agree on the necessity for state funding of private higher education. They affirm the importance of maintaining an independent sector and of a state's special responsibility for all higher education institutions within its borders. These convictions are supported by proposals for both student and institutional assistance. Beyond funding, there remains the question of the long-range impact these proposals will have, if implemented, on the distinctive qualities of the private institutions. (Author/HS)

JC

ED 062 963 JC 720 113
Grimaldi, Ettore P. Garrett, Philip R.
Developing a Process Model for Student Reformation of Curriculum and Instruction.
Pub Date May 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Instructional Improvement, *Junior Colleges, Models, Relevance (Education), *Student Participation, Student Teacher Relationship, *Teacher Participation

This paper presents a working framework for a controlled change of instructional practices within a community college. A methodology for the training of students and faculty in the evaluation of curriculum and instruction is presented: (1) establish a positive rationale for evaluation within a context of meaningful philosophy; (2) determine a method for forming a committee and how the committee will be composed; (3) conduct a colloquium for the committee to study concepts of research, curriculum-building and evaluation; (4) study and disseminate the research literature on curriculum-building, evaluation models, and their application; (5) create the evaluative format cooperatively; (6) articulate the component aspects of the format, listing explicit behaviors, standards for judgment, and rationale for the criteria; (7) publish the format package for review, and allow sufficient time for assimilation and reformation; (8) reformulate course objectives after a teacher-controlled trial period; (9) determine procedures for the committee to perpetuate itself for continuous operation of the process. (Author/RN)

ED 062 964 24 JC 720 120
Smith, Edward P. Crawford, William H.
A Guideline of Procedures for Selecting a Community College President. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—OE-1-J-064
Pub Date May 72
Grant—OEG-X-72-0007(057)
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Qualifications, *Administrator Selection, Employment Interviews, Guidelines, *Junior Colleges, *Presidents, Surveys, *Trustees

The dual purpose of this study was to identify president selection methods of 20 community colleges in six Western States, and to develop a "-Guideline of Procedures for Hiring a Community College President." Personal interviews with trustees, faculty members, administrators, and in some cases, employees and students revealed marked diversity both within and between states regarding method and procedure of selection. The guideline discusses screening committee duties, action by the board of trustees, candidate visits to campus, and general principles to be observed. Some of the major conclusions regarding the selection of the community college president are: (1) the hiring of a college president is the most important job that a board of trustees will undertake; (2) the board of trustees of the college is legally responsible for the selection; (3) the total college community should be involved in developing a written policy of procedures; and (4) screening and rescreening of candidates is the most important technique. (RN)

ED 062 965 JC 720 121
Kester, Donald L.
Further Validation of the Nor Cal Questionnaire: Secondary Validation.
Pub Date Jan 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Characteristics, *Followup Studies, *Junior Colleges, Performance Factors, Persistence, *Potential Dropouts, *Prediction, Questionnaires, Statistical Studies, Student Characteristics

Primary validation of the Nor Cal questionnaire was accomplished in Phase 2 of the Nor Cal Attrition Study. The results of the primary validation were reported in the document entitled, "Phase 2 Final Report," (ED 039 879). The primary validation showed that the consortium-wide empirical validity varied from .65 to .67 depending upon whether or not the ACT aptitude test scores were incorporated into the predictive equation. In terms of the primary validation the research question was, "What proportion of first-time, full-time freshmen were correctly identified by the Nor Cal questionnaire predictive equation as either potential dropouts or potential persisters?" For the secondary evaluation, another research question also dealing with the predictive validity of the instrument emerged: "Are there significant differences between the subsequent performance levels of these groups?" This secondary validation is therefore concerned with comparing attrition rates, units completed, and grade point averages between groups of entering freshmen for whom appropriate scores were known. The results of this validation study show that when performance levels of students who are designated as potential dropouts by the Nor Cal questionnaire are compared with the levels of other students, it is clear that potential dropouts do: (1) have a significantly higher dropout rate, (2) complete fewer units, and (3) have lower grades. (Author/AL)

ED 062 966 JC 720 122
In-Service Education in the Public Service.
California Community Colleges, Sacramento. Office of the Chancellor.; California Univ., Los Angeles. Office of Educational Career Services.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71

Note—73p.; A conference sponsored by the Chancellor's Office of the California Community Colleges and the Office of Educational Career Services, UCLA, under a grant from USOE, held at UCLA, August 22-27, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, Conference Reports, *Counseling, *Government Employees, *Junior Colleges, *Vocational Development
Identifiers—California
This report describes a joint effort by the California Community Colleges and the University of California at Los Angeles in producing a conference entitled, "In-Service Education in the Public Service." The purposes of the conference were to encourage counselors to: (1) further their knowledge about public service career opportunities, (2) create and develop public career oriented programs, and (3) recommend new approaches on the part of public service organizations to attract talented youth. Papers presented in the report deal with the central themes of: (1) an overview of public service, (2) federal public service, (3) state and local public service, and (4) youth involvement in public service. (AL)

ED 062 967 JC 720 123
Bender, Louis W. Richardson, Richard C., Jr.
Management Concepts and Higher Education Administration.
Florida State Univ., Tallahassee. Dept. of Higher Education.
Spons Agency—Center for State and Regional Leadership, Florida.
Pub Date May 72
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Administrative Principles, *Administrator Role, *Institutes (Training Programs), *Junior Colleges, Leadership Training, *Management Education, Private Colleges, Role Perception
A summer Management Institute supported by the W. K. Kellogg Foundation was held for administrative teams from 20 public and independent junior colleges. The 64 participants explored theories of management relating human behavior and motivation to organizational goals. The results of the Management Style Diagnosis Test, given on the first day, showed that: (1) the test is useful for motivating self-analysis in such training programs; (2) there is little evidence of differences between public and independent school administrative attitudes; (3) educational administrators are more likely than other occupational groups to have a high "relationships orientation" (emphasizing people); and (4) there are significant differences in role perceptions between administrators and presidents of independent colleges and also between administrators of public and independent colleges. From institute evaluations, it was concluded that administrators were interested enough to utilize some of these concepts in their own colleges, and that the summer institute was valuable. (RN)

ED 062 968 JC 720 124
Faculty Collective Bargaining in Postsecondary Institutions: The Impact on the Campus and on the State. Background and Recommendations.
Education Commission of the States, Denver, Colo.
Report No—R-28
Pub Date May 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, *Collective Bargaining, *College Faculty, *Employer Employee Relationship, *Junior Colleges, *Postsecondary Education, Teacher Salaries, Teacher Welfare
The rapid influx of collective bargaining into colleges and universities has resulted in a need for understanding the ramifications of this movement. Collective bargaining exists in 10% of the higher education institutions in this country, but it indirectly influences all institutions. There is a need to study diverse faculty motivations (power gain, due reward, alienation, etc.), as well as the common and often invalid assumptions concerning collective bargaining, such as its contributing to radicalism, polarization, and reduced professionalism. Although the process is recognized as a change agent, many questions still exist concerning its functions, such as who should bargain, who should negotiate, and what is negotiable. The Education Commission of the States is working to increase information and raise the level of expertise in collective bargaining by observing the following recommendations for activities: (1) initiation of a study of the impact and implications of collective bargaining on postsecondary education; (2) creation and maintenance of a monitoring "clearinghouse" and "stations" to collect current information; (3) promotion of competent and extensive research; and (4) support for regional seminars to enlighten and train those involved. (RN)

ED 062 969 JC 720 125
Fountain, Ben E., Jr.
Reorganizing for the Second Decade: Department of Community Colleges of the State Board of Education of North Carolina.
North Carolina State Board of Education, Raleigh. Dept. of Community Colleges.
Spons Agency—Center for State and Regional Leadership, Florida.
Pub Date May 72
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, *Junior Colleges, *Management, *Organizational Change, *State Boards of Education
Identifiers—*North Carolina
In this report considerations concerning the restructuring of the Department of Community Colleges of the State Board of Education of North Carolina are reviewed. The report covers delineation of the philosophy, goals, and functions of the organization, discussions of the earlier organizational structure and the priorities and challenges leading to its reorganization, as well as the actual reorganization itself. New organization charts are presented and contrasted with the older ones along with job descriptions for positions accompanying the new organization. (AL)

ED 062 970 JC 720 126
Schaumburg, Gary F.
A Study of the Relationship Between Scores on the School and College Ability Test (SCAT Series II), the College English Placement Test (CEPT) and Academic Achievement in American History and Constitution (History 27).
Cerritos Coll., Norwalk, Calif.
Pub Date Aug 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Government (Course), *Grade Prediction, *Junior Colleges, Performance, *Predictive Ability (Testing), *Standardized Tests
This paper reports the results of an investigation of the relationship between scores on the School and College Ability Test (SCAT), the College English Placement Test (CEPT), and grades earned in American History and Constitution (History 27 at Cerritos College, California) in order to ascertain if predictability of "successful" or "unsuccessful" achievement in History 27 would be enhanced by prior knowledge of students' placement test scores. Grade reports and placement test scores were obtained for all who had enrolled in a History 27 course in Fall 1970 and Spring 1971. Students were classified as day or evening and full- or part-time. Grade distributions were constructed for all day and evening students. Content and predictive validity between test scores and academic achievement were established. Final observations revealed that the CEPT and SCAT tests might be of limited assistance in placing future students in History 27, but that it is highly possible that tests having greater content validity may also have greater predictive validity. (Author/AL)

ED 062 971 JC 720 127
Morgan, Don A., Ed.
The Rural Low-Income Student and the Community College.
Pub Date May 72
Note—50p.; A report of a conference sponsored by the Midwest Regional Group of Title III Grantees of the Higher Education Act, Nov. 1971, Minneapolis, Minnesota
Available from—Division of Educational Administration, College of Education, 225 Health Service Building, University of Minnesota, St. Paul, Minnesota 55101 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Economically Disadvantaged, Financial Support, *Junior Colleges, *Low Income Groups, Minority Groups, Rural Dropouts, *Rural Education, *Rural Youth, School Industry Relationship, Student Needs
Topics discussed at this conference concerned with education for the rural poor were: (1) "The Community College and the Rural Poor," (2) "The Rural Low Income Student--What a Small College Can Do to Get Them Into School and Keep Them There," (3) "The New Iron Ore Industry Worker Needs New Schools and New Programs to Keep Marketable," (4) "The Farm Bureau and Education," (5) "It is the College, Not the Student, That Is Disadvantaged," and (6) "The Young--Catalysts for an Educational and Rural Renaissance?" Some of the conclusions dealt with the importance of understanding minority problems, the need for more financial support, and new programs in industry and agriculture for rural youth. (RN)

ED 062 972 JC 720 128
Menefee, Selden, Ed.
The Low-Income Student in the Community College: Problems and Programs.
American Association of Junior Colleges, Washington, D.C. Program with Developing Institutions.
Report No—P-16
Pub Date Mar 72
Note—95p.; Selected proceedings of five national workshops, September-November, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, Financial Support, *Junior Colleges, *Low Income Groups, Student Motivation, *Student Needs, Workshops
In May 1971 the regional coordinators of colleges funded in the Program With Developing Institutions met in Washington to plan activities for the 1971-72 fiscal and school year. They asked the national office of the American Association of Junior Colleges to develop a series of workshops on problems of, and programs for low-income students in the junior college. Using a questionnaire, it was determined what the colleges themselves felt were the main problems faced in meeting the needs of low-income students. Five fall workshops were set up, involving 330 persons from close to 100 colleges. The workshops dealt with the following subjects: (1) problems faced by the community college in dealing with low-income students; (2) the world of the low-income student; (3) recruiting and testing the "new student"; (4) financial resources for the low-income student; (5) motivating the new student; and (6) developing more effective learning systems. (Author/AL)

ED 062 973 JC 720 129
Bloomberg, Jerome
An Investigation of the Relative Effectiveness of the Basic Mathematics Review Program at Essex Community College.
Essex Community Coll., Md.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, *Course Evaluation, *Individualized Instruction, Instructional Improvement, Instructional Innovation, *Junior Colleges, *Mathematics Instruction, Remedial Courses, *Remedial Mathematics
Basic Mathematics Review (BMR) is a remedial non-credit course at Essex Community College (Maryland) being taught on an individualized basis. Following diagnostic testing and placement, instruction utilizes programmed materials, tutors, and self-tests. Evaluation of the new individualized BMR and comparison with the traditional remedial course resulted in several conclusions: (1) students succeeding in BMR achieved significantly higher in credit mathematics courses than students not required to take BMR; (2) students who did not pass BMR, but took credit math courses, failed to achieve above "D" grades; (3) a greater percentage of students re-enrolled after failing BMR than those who failed the traditional course; (4) withdrawal percentages in credit math courses were lower for BMR graduates than for those not required to take BMR; (5) a smaller percentage of students passed the individualized BMR than the traditional remedial course; and (6) students who re-enrolled in BMR after failing had about the same rate of success as first-time students. (RN)

ED 062 974 JC 720 130
Schaumburg, Gary F.
An Evaluation of a Learning Materials Center Approach to Mathematics.
Cerritos Coll., Norwalk, Calif.
Pub Date May 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, Followup Studies, *Individualized Instruction, Instructional Improvement, *Instructional Materials Centers, *Junior Colleges, *Mathematics Instruction

In order to provide students with a semi-independent study/learning environment, a Learning Materials Center (LMC) was developed at Cerritos College (California). Of the four courses in the LMC program, Math-30 (elementary algebra) was chosen for study because it provided opportunities for follow-up studies. The purpose of this study was to evaluate the effects of the LMC approach upon Math-30 students, and to compare results with analagous data from traditional lecture Math-30 courses, which were randomly selected. Final course grades, operationally defined as measures of achievement, and course retention rates were used as measures of course effectiveness. Conclusions reached were: (1) analysis of the SCAT-Q Placement Test scores revealed no significant difference in mathematical aptitude between LMC and traditional Math-30 students; there is probably no difference in retention rates between LMC and traditional Math-30; and (3) of students withdrawing, 42.3% of those in LMC re-enrolled in a Math-30 course, compared with 21.2% of the traditional students who re-enrolled. (RN)

ED 062 975 JC 720 131
Jones, Gordon Dennison, John D.
A Comparative Study of Persister and Non-Persister College Students.
Vancouver City Coll. (British Columbia).
Pub Date Jun 72
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Characteristics, Dropout Prevention, *Dropout Research, *Dropouts, Financial Support, Foreign Countries, *Junior Colleges, Questionnaires, *Student Attitudes, Student College Relationship, Student Needs
Identifiers—British Columbia

At Vancouver City College (British Columbia) research was conducted to determine any significant differences between dropouts and the total student population. Data collected from samples of persister and non-persister (withdrawing from all classes before semester completion) students consisted of three types: (1) educational, such as grade point average and enrollment status; (2) demographic; and (3) opinion, such as financial, need to work, interest in education, and radio and television habits. Sources used were a withdrawal card (non-persisters only), high school transcript, college permanent record, and closed-form questionnaire. The results of the study supported the research hypothesis that all types of students, including those of serious intellectual interests and high academic ability, withdraw from the comprehensive community college. Recommendations are: (1) community college instructors should be better trained in order to decrease student dissatisfaction; (2) since "financial problems" were given as the largest factor for attrition, an emergency fund should be established; (3) the "open door" policy should be continued; (4) the high rate of withdrawal of summer students should be examined; (5) an expanded work-study program should be provided; and (6) informal "drop-in" centers might be started where students could receive academic help. (RN)

ED 062 976 JC 720 133
Morgan, Don A., Ed.
The Two Year College Student: Unrest--Why and What to Do.
Pub Date Feb 71
Note—30p.; A report of a symposium held June 1970 under the joint sponsorship of Rochester State Junior College, and the University of Minnesota, Rochester Extension Center
Available from—Director, Rochester Extension Center, University of Minnesota, 2120 E. Center Street, Building 4, Rochester, Minnesota 55901 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Community Services, Conference Reports, *Dissent, *Educational Change, *Junior Colleges, Social Attitudes, Social Change, *Student College Relationship, Student Leadership, Student Needs

Major issues relating to student unrest were discussed at a 1970 Symposium of the Two-Year College Student. The first two papers, "What Are Our Students Trying to Tell Us?" and "Students Demand Moral Leadership--No Less!" both deal with the need for reform in education to keep abreast with social change. Also discussed are the special problems of black students, and the need for effective social change based on trust, understanding, and acceptance of the democratic process. In "What Do You Mean--'Community College'?" various ways of serving the community are considered. The last paper, "A Student Leadership Training Project," describes a program for meeting the special needs of student activity leaders in junior colleges. (RN)

ED 062 977 JC 720 134
Breuder, Robert L.
A Statewide Study: Identified Problems of International Students Enrolled in Public Community/Junior Colleges in Florida.
Florida State Univ., Tallahassee. Dept. of Higher Education.
Spons Agency—Center for State and Regional Leadership, Florida.
Pub Date May 72
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Foreign Students, *Junior Colleges, *Student Personnel Services, *Student Problems
Identifiers—*Florida

Problems of international students enrolled in public junior colleges in Florida and Florida State University were identified by the Michigan International Student Problem Inventory (which presents 11 problem areas of student personnel services, such as admissions, counseling, health services, and student activities) and the results were compared. Three subgroups in the university and colleges (male/female, on campus less than 12 months/on campus 12 months or longer, and English first preference/English not first preference) and two types of junior colleges (rural/urban, enrollment of fewer than 50 international students/50 or more) were compared. Findings concerning international students at junior colleges included: (1) most problems are perceived in the areas of financial aid, English language, placement, and admissions; (2) the problems perceived by male students were not significantly different from those perceived by female students; and (3) the problems perceived by students on campus less than 12 months were not significantly different from those perceived by students on campus 12 months or longer. It was also found that the problems perceived by international students in the junior colleges were not significantly different from those perceived by undergraduate international students enrolled at Florida State University. Other findings, as well as recommendations for meeting the needs of international students, are also presented. (RN)

ED 062 978 JC 720 135
Morgan, Don A., Ed.
The Two Year College Student and Student Personnel Services.
Pub Date Apr 72
Note—43p.; A report of a symposium held June 1971, sponsored by Rochester State Junior College, Minnesota, and Rochester Extension Center and the Division of Educational Administration, both of the University of Minnesota
Available from—Director, Rochester Extension Center, University of Minnesota, 2120 E. Center Street, Building 4, Rochester, Minnesota 55901 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Institutional Research, *Junior Colleges, *Student Characteristics, *Student Needs, *Student Personnel Services, Student Personnel Work, Student Personnel Workers, Student Welfare

The goal of the second annual Rochester Symposium on the Two Year College Student was to examine various perspectives of student personnel services. The four papers included in this report are: (1) "Characteristics of Junior College Students"--which concludes that community colleges do have a significant impact and are really trying to meet the needs of their diverse populations; (2) "Two-Year Post Secondary Student Personnel Services: Organization and Functions"--which concludes that the student personnel services department must be designed to serve each individual institution and that effectiveness will depend on the overall institutional structure and philosophy and staff available; (3) "Student Personnel--A Multi-Campus Perspective"--which concludes that student personnel services should serve both students and society, involving counselors, faculty, deans, and presidents; and (4) "-Prove It"--which concludes that a clear understanding of the purposes of institutional research is an important step toward institutional self-assessment. (RN)

ED 062 979 JC 720 136
Ledbetter, David A.
Two Sides of Performance Objectives: One Tool in the Evaluation of Instruction.
Pub Date Jun 72
Note—21p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Educational Objectives, Evaluation Methods, Faculty Evaluation, *Junior Colleges, *Objectives, *Teacher Evaluation
Identifiers—California

The passage of the Rodda Bill (SB 696, 1971 legislative session) mandated that evaluation of teaching take place on a regular basis in community colleges in California. The bill left the formulation of the evaluation instruments to the local governing boards and guidelines were provided by the office of the Chancellor of the California Community Colleges. One of several tools under consideration for use in teacher evaluation is the performance objective. Attitudes of educators relating to the use of performance objectives, along with some examples for comparison, are considered in this paper. A bibliography of selected readings on the evaluation of teaching is included. (Author/AL)

ED 062 980 JC 720 137
Garlock, Jerry C.
An Analysis of the Degree-Credit Students and Unclassified Students in 93 Community Colleges in California, Fall 1970.
El Camino Coll., Torrance, Calif.
Report No—OIR-71-26
Pub Date 20 Dec 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Statistics, *Data Analysis, *Enrollment, *Junior Colleges, *Student Enrollment
Identifiers—California

The data for this report concerning enrollment in California community colleges was collected by the National Center for Educational Statistics, Office of Education, United States Department of Health, Education and Welfare in the fall of 1970. The following data are presented: (1) total number of degree-credit students; (2) resident students according to undergraduate, first-professional, and graduate; and (3) unclassified students according to men, women, full- and part-time. Statistical comparisons are made across these categories (showing the position of El Camino College in relation to the other colleges), and the results are presented in graphs. (RN)

ED 062 981 JC 720 138
Farlock, Jerry C.
Salary Schedules and Salaries Paid Community College Instructors in California for the Year 1971-72.
El Camino Coll., Torrance, Calif.
Report No—OIR-72-16
Pub Date 21 May 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Statistics, *Junior Colleges, *Salaries, *Salary Differentials, Statistical Analysis, *Teacher Salaries, Teacher Welfare
Identifiers—*California

This report presents a summary of two 1972 reports that were issued by the California Agency for Educational Research to study teachers' salaries. It includes lowest, highest, and average salaries for instructors in 67 community colleges in California. The data are grouped according to size of district, and analyzed statistically. The

range of salaries paid to substitutes in these colleges is also included. (RN)

ED 062 982 JC 720 139
Garlock, Jerry
[Selected Population, Voting, Housing, and Financial Characteristics of El Camino Community College District.]
El Camino Coll., Torrance, Calif.
Pub Date [72]
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Assessed Valuation, *Community Characteristics, Demography, *Educational Finance, Housing Patterns, *Junior Colleges, Local Issues, *School Budget Elections, *School Districts, School District Spending, Voting
Identifiers—California
The six topics presented, each dealing with the El Camino Community College District (California), are: (1) population and dwelling units of cities and communities, (2) analysis of the October 12, 1971 tax rate election, (3) selected housing characteristics, (4) a comparison of the percent of registered voters voting in a tax rate election with the percent voting yes on the tax rate, (5) financial comparison with other community colleges, and (6) valuations of elementary school districts, high school districts, and unified school districts. Data, obtained from 1960 and 1970 census figures (Los Angeles County Regional Planning Commission), tax rate election results, and the Annual Financial Report, Los Angeles School Districts, 1970-71, are presented in charts and graphs. Some conclusions concerning the district are: (1) there is wide variation among the areas in size, in shifts of populations, in dwelling units, and in correspondence existing between population and dwelling units; (2) a minimal relationship exists between percent of registered voters voting in an election and percent acceptance of a tax rate election; and (3) El Camino College is on a sound financial footing, but has relatively high salaries and other educational expenditures. (RN)

ED 062 983 JC 720 140
Garlock, Jerry
[An Analysis of El Camino College Students According to Their Majors, Perceptions of Academic Relevancy, and Unit and Grade Point Characteristics.]
El Camino Coll., Torrance, Calif.
Pub Date 72
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, College Credits, *College Majors, *Institutional Research, *Junior Colleges, Relevance (Education), *Student Opinion
Identifiers—California
These three separate studies of students at El Camino College (California) discuss their majors, perceptions of academic relevancy, and grade point characteristics. Sub-groups of students (freshman/sophomore, full-time/part-time) are compared according to their major divisions (physical sciences, fine arts, natural sciences, etc.) and also according to their major area. The second study consists of the results of a rating by 70 students of the relevancy of 40 items about personal and college situations. A "rewarding and worthwhile profession," was the item selected by students as most relevant. In the final study students are grouped according to their major and ranked according to the number of students graduating, average total units, and grade point average. (RN)

ED 062 984 JC 720 141
Gold, Ben K.
The 1968 L.A.C.C. Graduates--Four Years Later.
Los Angeles City Coll., Calif.
Report No—RS-72-8
Pub Date Jun 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Associate Degrees, *College Graduates, *Followup Studies, *Graduate Surveys, *Junior Colleges, *Questionnaires, Student Opinion
In 1968 1,225 students graduated from Los Angeles City College (LACC) with an A.A. degree. This study reports on a follow-up questionnaire survey of 578 of these graduates who had responded to an earlier questionnaire. The results of the survey are based on the responses of 281 graduates (representing a 49% return to the questionnaire and 23% of the total graduating class). Findings include: (1) over 80% of the respondents pursued additional college work, with 50% completing a bachelor's degree; (2) over half of those who attended another college went to California State College, Los Angeles; (3) about two-thirds of the respondents are currently working, and one-third are in college; (4) about 30% were identified as working either in their field or one closely related to their LACC major; and (5) in rating various aspects of LACC, respondents rated "LACC in general" highest and "LACC counseling staff" lowest. (RN)

ED 062 985 JC 720 142
Lagerstrom, James R.
An Experimental Test of the Effect of Audio Playback of Student Speeches Upon Student Attitude and Speech Improvement in the Public Speaking Classes at Pierce College.
Los Angeles Pierce Coll., Woodland Hills, Calif.
Report No—RR-72-04
Pub Date May 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Instructional Aids, Instructional Media, *Junior Colleges, *Self Evaluation, *Speech Instruction, *Speech Skills, Student Attitudes, Tape Recorders
The presumption that increased media utilization yields better results was tested at Los Angeles Pierce College (California). To study the effect of media on the learning and attitudes of students in the public speaking (Speech I) class, two matched groups of 41 subjects were treated identically, except that the experimental group used tape recorders to record their speeches for self-evaluation. At the end of the semester both groups were evaluated by three college speech teachers, and the experimental group of students completed questionnaires designed to reveal their attitudes toward their own speaking, their improvement in speech, the course, and the audio playback technique. Conclusions reached indicated that the audio playback of student speeches was of some value in improving student attitude toward the course, the students' specific vocal skills, and the students' ratings of themselves. Audio playback had no noticeable effect on students' attitudes toward either their own speaking or their improvement in speaking. (Author/RN)

ED 062 986 JC 720 143
Russo, John V.
The Administrative Aspects of the Development of a Bilingual Secretarial/Clerical Program at Santa Ana College.
Pub Date Jun 72
Note—21p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, *Business Education, *Junior Colleges, *Mexican Americans, *Office Occupations, Student Needs
At Santa Ana College (California), a bilingual secretarial/clerical program was proposed to meet the needs of their predominately Mexican and bilingual community, and to help meet the demand for bilingual employees. The goal of the program was to raise the proficiency of these students to that of the Anglo graduates so that they could perform all functions with skill at the entry level but also use their bilingual background advantageously. The report includes an outline of the curriculum, a description of the facilities and equipment, and a discussion of various learning aids used including individualized instruction, learning laboratories, an instructor of Spanish-speaking background, and an instructional aide. A budget analysis containing the necessary facilities, equipment, and personnel is included. (RN)

ED 062 987 JC 720 144
Potter, Robert E.
Malamalama Community College--A Possible Dream: A Prospectus for a New Community College on the Island of Oahu.
Pub Date 1 Mar 71
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Programs, Behavioral Objectives, *College Planning, Curriculum Design, Educational Accountability, *Educational Innovation, *Educational Planning, *Individualized Curriculum, *Junior Colleges
This proposal for a new, innovative community college of the future was prepared in conjunction with the Task Force on Education for the Governor's Conference on Hawaii in the Year 2000. Topics covered are the student body, curriculum and learning strategies, programs, student advising, student activities, faculty, college governance, community involvement, relationship with private colleges, and physical site and campus architecture. Four distinctive features, which would be hallmarks to Malamalama Community College, are: (1) the emphasis is on individualization of learning opportunities, including the use of self-instruction and programmed materials, work experience programs in the community, and small group interaction; (2) all programs, courses, and units would spell out objectives in behavioral terms; (3) there would be an attempt to take the college to the community, instead of bringing the community to the college; and (4) the college would be accountable for all programs, being able to produce records showing how resources have been utilized and responsibilities met. Another unique feature is the proposed "dispersed campus." Only minimum facilities would be centrally located, with learning opportunities provided through many satellites such as students' homes, packaged materials, and television and telephone contact. (RN)

LI

ED 062 988 LI 003 668
Wright, Donald E.
Libraries in Southwestern Rural Ohio; An Overview and a Framework for Future Development.
Southwestern Ohio Rural Libraries.
Spons Agency—Ohio State Library, Columbus.
Pub Date Jan 70
Note—73p.; (5 References)
Available from—Ohio Library Foundation, 40 South Third St., Suite 409, Columbus, Ohio 43215 ($2.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Library Cooperation, *Library Planning, *Library Services, Library Surveys, *Public Libraries, Questionnaires, *Rural Areas
The Southwestern Ohio Rural Libraries (SWORL) organization retained a consultant to aid the member libraries in planning for and providing improved library services. The purpose of this report, prepared by the consultant, is (1) to study library development since 1940 in Southwest Ohio--among the libraries organized as SWORL--evaluating present service and determining library needs, and, (2) to work with the SWORL libraries in preparing a plan for the future development of library service. A framework for development for each of the libraries is provided on the basis of information collected from: (1) questionnaires from patrons who entered the libraries on predetermined dates, (2) lengthy questionnaires completed by the librarians, (3) a general questionnaire sent to a random sample of 500 persons, and (4) monthly meetings between the consultant and the librarians. (Author/SJ)

ED 062 989 LI 003 670
Lancaster, F. Wilfrid
Evaluation of On-Line Searching in MEDLARS (AIM-TWX) by Biomedical Practitioners.
Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date Feb 72
Note—21p.; (6 References); Occasional Papers 101
Available from—Occasional Papers, Publications Office--215 Armory Building, University of Illinois, Graduate School of Library Science, Champaign, Illinois 61820 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, Evaluation, *Information Retrieval, *Information Systems, Medical Vocabulary, *On Line Systems, *Relevance (Information Retrieval), Search Strategies
Identifiers—MEDLARS
The purpose of the investigation was to determine how effectively biomedical practitioners, with a minimum of introduction to the system, can conduct on-line searches to satisfy their own information needs. The searches were conducted

on the Abridged Index Medicus data base as implemented on the on-line ELHILL system (AIM-TWX). ELHILL is the ORBIT on-line retrieval system of the System Development Corporation as modified for National Library of Medicine use. AIM-TWX was a particular experiment whereby ELHILL was used to make the data base of Abridged Index Medicus available by teletypewriter exchange. Forty-eight searches were conducted by biomedical practitioners. Trained search analysts then structured and conducted searches on the same subject. Statistics were collected and results compared. It is concluded that many biomedical practitioners could exploit AIM-TWX profitably with the minimum of introduction to the system and without the necessity of using a trained MEDLARS analyst. Limitations of the present ELHILL system and potential improvements are discussed as well as possible longer-term approaches to the problems of on-line retrieval. (Author/SJ)

ED 062 990 LI 003 671

Mumford, L. Quincy

Annual Report of the Librarian of Congress For the Fiscal Year Ending June 30, 1970.

Library of Congress, Washington, D.C.

Pub Date 71

Note—182p.; (0 References)

Available from—Library of Congress, Central Services Division, Washington, D. C. 20540 (no charge) and Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($3.50)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annual Reports, *Government Libraries, Legislative Reference Libraries, *Library Collections, *Library Services, *Library Technical Processes, *National Libraries

Identifiers—*Library of Congress

Following the introduction which gives an overall picture of developments in the Library of Congress during fiscal year 1970, the chapters deal specifically with the: (1) processing department, (2) legislative reference service, (3) reference department, (4) law library, (5) administrative department, and (6) copyright office. Lists of various personnel associated with the Library of Congress and an organization chart are provided. The 14 appendices show, in tabular form, the growth of the Library of Congress collections and many of its operations. The index is a merged listing by subject and author in alphabetical order. (The annual report for 1971 is available as LI 003 672, the report for 1969 is available as ED 041 603). (NH/SJ)

ED 062 991 LI 003 672

Mumford, L. Quincy

Annual Report of the Librarian of Congress For the Fiscal Year Ending June 30, 1971.

Library of Congress, Washington, D.C.

Pub Date 72

Note—175p.; (0 References)

Available from—Library of Congress, Central Services Division, Washington, D.C. 20540 (no charge) and Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.25)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annual Reports, *Government Libraries, Legislative Reference Libraries, *Library Collections, Library Reference Services, *Library Services, *Library Technical Processes, *National Libraries

Identifiers—*Library of Congress

Efforts to improve efficiency, cut red tape, speed operations and provide better service to the user are shown by each reporting department. The Processing Department, for example, adopted a new system of priorities in an effort to get books to the shelves faster and cataloging information to subscribing libraries more promptly. The Reference Department established new procedures for coordinating automation activities and for disseminating information on these activities, and conducted a management survey of the National Union Catalog Reference Service. The Congressional Research Service subjected many of its operations to a critical overview. The Administrative Department concentrated on greater flexibility in management, establishment of a comprehensive management planning program, and better means of communication. The Law Library revised its acquisition and retention policies, intensified its processing activities, and planned an extensive series of publications to aid legal research. The Copyright Office felt the need to utilize time and resources in the most effective manner. The 14 appendices show, in tabular form, the growth of the Library of Congress collections and many of its operations. The index is a merged listing by subject and author in alphabetical order. (The annual report for 1969 is available as ED 041 603 and for 1970 as LI 003 671). (Author/NH)

ED 062 992 LI 003 673

Bradshaw, Charles I. And Others

Using the Library: The Card Catalog.

Brigham Young Univ., Provo. Instructional Services Div.

Pub Date 71

Note—100p.; (0 References)

Available from—Brigham Young University Press, 205 UPB, Provo, Utah 84601 ($1.95)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Catalogs, Filing, Library Instruction, *Library Skills, *Library Technical Processes, *Programed Instruction, Programed Texts

Preliminary research conducted on undergraduate university students showed that those tested average only 32 percent correct on their pretest knowledge of the workings of the library card catalog. This card catalog program text has been designed to help the student learn the use of the card catalog and to use it faster and more effectively. The program deals with six aspects of the card catalog: (1) filing rules; (2) call numbers; (3) cross-referencing; (4) author, title, and subject cards; (5) tracings and (6) the book Subject Heading Used in the Dictionary Catalogs of the Library of Congress. Three main divisions of the material are: (1) pretest, (2) workbook, and (3) posttest. The tests are designed to be self-administered and self-scored. The student should take the pretest and grade it himself; it will show in which of the six areas of the card catalog he needs instructional help. The student then should follow the instruction outlined in each of the critical areas as indicated by the pretest results. The student should spend as much or as little time in instruction as is felt necessary before taking the posttest. Compare pretest and posttest scores for actual learning gain. (Author/SJ)

ED 062 993 LI 003 674

Libraries in Colleges of Advanced Education; A Brief Guide to their Administration and Function for the Use of Colleges and Institutes Affiliated with the Victoria Institute of Colleges.

Victoria Inst. of Colleges, Melbourne (Australia).

Pub Date 71

Note—41p.;(15 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Principles, *College Libraries, Foreign Countries, Guidelines, Library Collections, Library Cooperation, Library Expenditures, Library Facilities, *Library Services, Personnel, Staff Role, University Libraries

Identifiers—*Australia, Library Role

The Library Committee of the Victoria Institute of Colleges prepared these guidelines for the administration of libraries in the colleges of advanced education. The function of the colleges, and the libraries' role within the academic community are briefly discussed. Guidelines for the improvement of services are offered in the following areas: (1) administration, (2) finance, (3) collections, (4) staff, (5) facilities, and (6) interlibrary cooperation. A 15-item reference bibliography is included. (SJ)

ED 062 994 LI 003 675

Brugghen, W. van der

Course D'Introduction a la Documentation; Aide-Memoire Synoptique.

International Federation for Documentation, The Hague (Netherlands).

Report No—FID-484

Pub Date Jan 72

Note—87p.; (24 References)

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (15.-Dutch guilders)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Documentation, Foreign Countries, Foreign Language Books, *Information Processing, Information Science, *Information Services, *Information Utilization, International Organizations, *Publications

An introduction in a synoptic presentation based on 40-hour courses given to students of French-speaking African countries, with summary schemes, references to literature and other sources of information, lists of Belgian and French standards, and an extract from the UDC is presented in this publication. The chapters are: (1) Introduction, (2) International organizations, (3) Primary publications, (4) Analysis of a document, (5) Secondary publications, (6) Selection procedures, (7) Copying and reproduction, (8) Organization of information and its utilization (includes organization of a documentation service), (9) Training and education. (The entire document is in French). (Author)

ED 062 995 LI 003 676

Proceedings of the International Symposium: "UDC in Relation to Other Indexing Languages" (Herceg Novi, Yugoslavia, June 28-July 1, 1971).

International Federation for Documentation, The Hague (Netherlands).; Yugoslav Center for Technical and Scientific Documentation, Belgrade.

Pub Date 71

Note—417p.; (156 References)

Available from—Jugoslovenski Centar za Tehnicu i Naucnu Dokumentaciju, P. O. Box 724, Belgrade, Yugoslavia ($6.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Classification, *Indexing, Information Networks, Information Retrieval, *Information Systems, *Interdisciplinary Approach, International Programs, *Language Standardization, *Multilingualism, Seminars, Subject Index Terms, Symposia

Identifiers—Multidisciplinary Information Systems, Multilingual Information Systems, UDC, *Universal Decimal Classification

The stress of this symposium was on the role of the Universal Decimal Classification (UDC) and other indexing languages, especially in multilingual and multidisciplinary information systems, rather than on its potential uses in mechanized retrieval systems. The consensus of the Symposium was: (1) that a system like the UDC cannot, without major structural changes, continue to serve as an internationally accepted ordering system for the rapidly proliferating new subject-fields that have to be handled in modern information retrieval systems; (2) UDC improvement should be based on better methodology and clearer guidelines for those working to revise specific fields and (3) that the International Federation for Documentation (FID) should aim at preparing, publishing and maintaining a Standard Reference (SR) scheme consisting of a "roof classification schedule" of not more than three or four hierarchic levels as the unifying/switching language, with suitably indicated points and symbol devices for coupling to specific classifications, thesauri, etc. leaving the responsibility for full editions with national members and special-subject editions with the specialized interests concerned. A list of symposium participants is appended. (Author/NH)

ED 062 996 LI 003 677

Francis, Simon

Some Aspects of Academic Librarianship in the United States.

English Speaking Union of the Commonwealth.

Pub Date 70

Note—63p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administration, Foreign Nationals, Librarians, Library Facilities, *Library Schools, Library Services, *Public Libraries, *Research Libraries, *School Libraries

Identifiers—*Librarianship, Library Administration

Some of the professional impressions gained from a month in the United States by a British librarian are summarized in this report. Six library school libraries and the Library of the American Library Association were visited. The greater emphasis on bibliographic and reference material allows students in the United States more frequent access to works known to British students only by name. The relationship between the library school faculty, the library school library and the main university library are considered to be more dependent upon the personalities of

those involved than on formal administrative relationships. Based on the few public libraries visited, it appeared that stock provision, particularly of reference tools, is more generous than it would be in British libraries. The Library of Congress and the John Crear Library are compared with their closest counterparts in Britain. In the area of library administration, three things were particularly noted: the long opening hours, the wealth of guides and bibliographies issued, and the richness of the stocks. The final section of this report gives impressions of the construction of some of the new library buildings. A summary of the visits made is appended. (Author/NH)

ED 062 997 LI 003 678
Bonavia, Carmel G. Ed. And Others
Malta Library Association Year Book 1971.
Malta Library Association, Valletta.
Pub Date 71
Note—49p.;(22 References)
Available from—Malta Library Association Yearbook 1971, Malta Library Association, 226 So. Paul Street, Valletta, Malta ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Foreign Countries, *Librarians, *Libraries, *Library Associations, Yearbooks
Identifiers—*Malta
The scope of this yearbook is that of the Malta Library Association (MLA) itself, namely, the libraries and librarians of the Maltese Islands. This first issue of the MLA Yearbook contains the following information: (1) officers of the association; (2) the MLA constitution; (3) a list of members; (4) the first and second annual reports delivered to the annual general meetings in 1970 and 1971; (5) a 22-item bibliography on the libraries of Malta; and (6) a directory of Maltese libraries. (SJ)

ED 062 998 LI 003 679
Frame, Ruth R. Coyne, John R.
Certification of Public Librarians in the United States; A Detailed Summary of Legal and Voluntary Certification Plans for Public Librarians Based on Information Supplied by the Various Certificating State Agencies or other Appropriate Sources, 2nd Edition.
American Library Association, Chicago, Ill. Library Administration Div.
Pub Date 72
Note—45p.;(0 References)
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($0.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Certification, Employment Qualifications, *Librarians, Library Standards, *Public Libraries, *State Standards
Contained in this report is a detailed summary of legal and voluntary certification plans for public librarians in each of the 50 states. Descriptions of the certification plans for public librarians are based on information supplied by state agencies in September 1971. Each plan is identified by the descriptive terms–mandatory, permissive or voluntary. Mandatory certification is required by state law. Specific penalties for failure to comply are included in the statutes and codes of some of the states. Permissive certification is sanctioned by state law, but not compulsory. Voluntary certification has no legal basis, and is generally sponsored by a state library association. States which have no certification law or plan are also listed. (Author/SJ)

ED 062 999 LI 003 680
Tews, Ruth M.
Bibliotherapy: A Social Responsibility.
Pub Date 71
Note—18p.;(13 References); Speech given at Institute on Specialized Library Services, Extension Division, Indiana State Library (Indianapolis, Ind., July 22-23, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliotherapy, *Librarians, Libraries, *Library Services, *Social Responsibility, *Special Libraries, Speeches
Identifiers—*Library Role
In this day of change and upheaval, the basic purpose of the library remains unchanged. What is necessary is a change in our thinking, a reevaluation of our activities and how they meet and fulfill that purpose and goal. Simply put: the library has a vested responsibility to society, namely, the whole man and to culture. The contributions of the library today should be to help relieve and perhaps even help in solving the problems of society, whatever they may be, to support all efforts to help improve and educate the citizen. Its resources should be used widely and with imagination. The realm of using the principles of bibliotherapy opens new directions and forces for librarians. We librarians who have been working in hospitals and institutions have long been involved in programing for the rehabilitation and welfare of readers. We use ourselves, our library and its resources as means in therapy. All librarians have not only the opportunity, but also a duty to define and then to assume their roles more aggressively in the continuing education in any milieu. The most important thing is to know your clientele, and know where your priorities lie. (Author/SJ)

ED 063 000 LI 003 681
Moody, Mildred T.
The Library as a Motivating Factor.
Pub Date 71
Note—12p.;(5 References); Speech given at Institute on Specialized Library Services, Extension Division, Indiana State Library (Indianapolis, Indiana, July 22-23, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliotherapy, Emotional Adjustment, *Institution Libraries, *Library Services, Motivation, Special Libraries, Speeches
The librarian working in a hospital or institution with patients and the therapy staff must go beyond conventional library service. With many kinds of resources available the library becomes an integral part of the remedial and rehabilitative program. Strong and sustained motivation is necessary because the institution is an artificial environment in which regression is likely to occur, and an assessment of the complex circumstances which brought the individual to the institution call for remediation. The librarian must develop an active program which is therapeutic in nature, and which will also support the therapy staff in its activities. Bibliotherapy, the application of reading programs to solve individual problems, may be carried out independently or in groups. Based on psychological principles and a broad understanding of literature, this technique can be a strong motivating factor. The present tendency of shifting treatment programs to the community rather than the institution calls for greater coordination by local agencies. The public library will be called upon to extend its services to the handicapped in greater measure than in the past. (Author)

ED 063 001 LI 003 682
Bellomy, Fred L.
Final Report of the Findings of the Feasibility Phase.
California Univ., Santa Barbara. Library Systems Development Program.
Report No—LSD-71-23A
Pub Date 2 Apr 71
Note—101p.;(50 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Computers, Cost Effectiveness, *Library Automation, *Library Networks, Library Services, *Systems Development, *University Libraries
Identifiers—*University of California
The feasibility of undertaking a major university-wide library systems development program for the University of California libraries was studied from July 1970 to March 1971. The findings indicate that such a program can provide significantly improved library services while at the same time offering long term fiscal advantages to the University and the State of California. The new mechanized systems will produce equivalent savings equal to the initial investment for development in five to ten years after they are operational. (Author/SJ)

ED 063 002 LI 003 684
Webster, Duane
Plan for Development of the Office of University Library Management Studies.
Booz, Allen and Hamilton, Inc., Chicago, Ill.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date 28 Feb 72
Note—9p.;(0 References)
Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W. Washington, D.C. 20036 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Library Programs, *Management, Management Development, Management Systems, *Research Libraries, *University Libraries
Identifiers—Association of Research Libraries, *Office of University Library Management Studies
The management consulting firm Booz, Allen and Hamilton, Inc. conducted a study of the organization and staffing of the Columbia University Libraries for the Association of Research Libraries (ARL). This is a summary of the report which resulted from that study. The plan presents a framework for the conduct of management programs that contribute to the ARL's basic purpose of strengthening the collections and services of member libraries. The mission of the Management Studies Office is to assist university research libraries in effectively serving their users through sound management of the resources available to them. The work of the office focuses on management, planning policies, budget, supervision, personnel, staff development, organization, and management information. The four projects to be undertaken which reflect the objectives of the office are: (1) Library management research and development program, (2) Library management publication program, (3) Library management conferences program, and (4) Library management consultation. The Management Studies Office is an integral part of the executive offices of the ARL. (SJ)

ED 063 003 LI 003 685
Sargent, Nanette
Library Service to the American Indians in the Southwest.
Pub Date Jul 70
Note—34p.;(54 References); Paper Presented to Dr. Roy Evans, University of Missouri, School of Library and Information Science, in partial fulfillment of the requirements for the Degree Master of Arts in Library Science
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Bookmobiles, Education, Instructional Materials Centers, *Library Programs, *Library Services, Reading
Information about library service to American Indians is poorly documented and difficult to obtain because there has been so little of it. There have been no libraries for Indians because there were no books in Indian languages, and no one to read those in the English language. The governmental programs to educate Indian children have not failed entirely, but have only begun to meet the needs of all children. To narrow the search for library service to Indians requires a close study of the entire area of Indian education. There is a whole plethora of material on the subject of education, but little on the role played by libraries. To find out what has been done in the way of library service to Indians, particularly in the Southwest, letters were written to the state librarians of New Mexico, Arizona, Kansas, California and Colorado, and others concerned with Indian affairs. The information on existing services and programs which resulted from these inquiries is presented as the major portion of this paper. (Author/SJ)

ED 063 004 LI 003 686
Lee, Sul H., Ed.
Library Orientation; Papers Presented at Annual Conference on Library Orientation (First, Eastern Michigan University, May 7, 1971).
Eastern Michigan Univ., Ypsilanti. Library.
Pub Date 72
Note—50p.;(27 References); Library Orientation Series 1
Available from—Pierian Press, P.O. Box 1808, Ann Arbor, Michigan 48106 ($1.95)
Document Not Available from EDRS.
Descriptors—*College Libraries, College Students, Conference Reports, *Library Instruction, Library Programs, *Library Skills, *University Libraries
Identifiers—Eastern Michigan University, *Library Orientation
On May 7, 1971, the Eastern Michigan University library was host to the first annual conference on library Orientation for Academic Libraries. The purpose of the conference was to explore solutions to such problems as: how to motivate students to use the library, how to teach proper methods of research, and how to assist the faculty in the maximum usage of library resources for curriculum planning. The four papers

presented at the conference are contained in this volume. "Why academic library instruction?" provides a theoretical basis for library orientation. The topic of whether a separate course in bibliography or course-related library instruction is needed is discussed in "Question: a separate course in bibliography or course-related library instruction?" "Motivating students and faculty" focuses on the problem of how to encourage use of the library. The final paper, "Library orientation is reaching out to people," is a discussion of the library outreach program at Eastern Michigan University by the two orientation librarians. (Author/SJ)

ED 063 005 LI 003 687

Patrinostro, Frank S., Comp. Sanders, Nancy P., Ed.

A Survey of Automated Activities in the Libraries of Mexico, Central America and South America; Volume 4, World Survey Series.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 72

Note—85p.; 37 References

Available from—The LARC Association, P.O. Box 27235, Tempe, Arizona 85282 ($15.00)

Document Not Available from EDRS.

Descriptors—Foreign Countries, Libraries, *Library Automation, *Library Programs, Library Surveys, Program Descriptions

Identifiers—*Latin America

The intent of this fourth volume of the "Survey of Automated Activities in the Libraries of the World" is to identify and describe computer-based library projects in the Latin American countries. Information was drawn from survey questionnaires sent to individual libraries. However, few of the South American libraries responded, and as a result the majority of these project descriptions are based on literature citations obtained from sources other than the questionnaires. The brevity of the description makes it difficult to determine the type or extent of the project. The lack of standardization of library terminology had made it hazardous in previous surveys to specifically classify a particular project. Detailed information was available, however, in the form of conference proceedings from various Latin American meetings. These reports have been appended both in the original Spanish or Portuguese version and in English translation. Though often very basic and nontechnical in nature, they provide a feeling for the state of the art in Latin America, as well as descriptions of automation experiments. A majority of the projects are under study, well over one-half of the projects are not fully operative. The project descriptions are also presented in two languages. (Author/SJ)

ED 063 006 LI 003 688

Watson, Peter G.

Great Britain's National Lending Library.

Pub Date 70

Note—94p.; 115 References

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Foreign Countries, *Library Circulation, Library Services, *National Libraries, Special Libraries

Identifiers—*National Lending Library of Great Britain, Scientific and Technical Information

The essay describes the origin and functioning of the largest scientific library in Europe, the National Lending Library for Science and Technology in Britain, (NLL). This Library lends almost entirely by mail, at a rate approaching one million items per year. After outlining the origins of the NLL in government circles shortly after World War II, it attempts to present the picture of its operations today under the following heads: Coverage and Acquisition; Principles of Storage; Records; Techniques of Postal Lending; Personnel Structure; The Reading Room; Russian Translating Program; The Educational Campaign. Some prospects for the future are surveyed in the conclusion. Throughout the essay, emphasis is laid on the innovative approach of the library's first Director, Dr. D. J. Urquhart, and the successes his techniques have had in coping with the national problem of disseminating scientific information in Britain. A bibliography is included. (Author/SJ)

ED 063 007 LI 003 689

Murray, Daniel McClure

Document Retrieval Based on Clustered Files.

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Report No—ISR-20

Pub Date May 72

Note—357p.; 97 References; A Thesis Presented to the Faculty of the Graduate School of Cornell University for the Degree of Doctor of Philosophy

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Cluster Grouping, Doctoral Theses, *Documentation, *Information Retrieval, *Information Storage, Information Systems

A retrieval system is considered in which document descriptions are stored and accessed in groups called clusters. All items in a cluster meet common similarity criteria and are represented by a composite entity called a profile. In large collections, profiles themselves are clustered and additional levels of profiles are generated. This entire process establishes a file organization for the system in that records are composed with a logical structure with a directory (profile hierarchy) to facilitate searching. Clustered files have the following advantages over other organizations: complete document information is stored in the same location; storage overhead is low; and flexible, economical searches can be realized. The problems investigated in clustered file organization are: profile definition, updating, hierarchy storage, and secondary profile uses. A comparison with an inverted file is included. Nearly all work has an experimental base and uses the SMART retrieval system. The proposed organization compares favorably in terms of speed and storage economy. Various request-document matching procedures, and feedback schemes are easily implemented. Search precision is less, but compensated by a flexible level of recall--low or high. (Author/SJ)

ED 063 008 LI 003 690

Library Association of Australia, Proceedings Biennial Conference (15th, Adelaide, 25th-29th August, 1969).

Library Association of Australia, Sidney.

Pub Date 71

Note—630p.; 430 References

Available from—The Executive Secretary, Library Association of Australia, 32 Belvoir Street, Surry Hills, N.S.W. 2010, Australia ($6.00 Aust.)

Document Not Available from EDRS.

Descriptors—Archives, Conference Reports, Foreign Countries, Librarians, *Libraries, Library Associations, *Library Automation, *Library Education, Library Facilities, *Library Science, *Library Services, Public Libraries, School Libraries, Special Libraries

Identifiers—*Australia, Library Associations of Australia

The fifteenth biennial Conference of the Library Association of Australia was held from August 25th to 29th, 1969, in Adelaide. This proceedings volume contains many of the papers given, and summaries of many others. Five papers were presented during the plenary sessions. Thirty-one authors presented general papers. There were nine seminars encompassing 41 papers covering the following topics: archives, automation, children's libraries, education for librarianship, library buildings, public libraries, readers services"'-'reference and bibliography, school libraries, and special libraries. (Author/SJ)

ED 063 009 LI 003 692

Johnson, Donald W.

Toward a National Serials Data Program: Final Report of the National Serials Pilot Project.

Association of Research Libraries, Washington, D.C.

Pub Date 72

Note—94p.; 4 References

Available from—The Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($5.00 prepaid)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Automation, *Data Bases, National Libraries, Periodicals, *Serials, Systems Development

Identifiers—*Machine Readable Bibliographic Data Bases, MARC

The National Serials Pilot Project, Phase II of the National Serials Data Program, is described. Utilizing the MARC format for processing serials, the objectives were: (1) to create a machine-readable file containing live serials in the fields of science and technology, (2) to produce a number of preliminary listings, and (3) to produce one or more written reports covering procedures, problems and results. Data were input via an administrative terminal system to a 360/40 computer; processing of data was done on a 360/50 computer. Among the conclusions and recommendations are: (1) a national serials data bank in machine-readable form is both technically and economically feasible; (2) such a data bank should have its own machine-readable authority file for corporate names; (3) input and output in upper case only would be more satisfactory from both the systems viewpoint and the cost viewpoint, but probably would not be accepted by the library community; and (4) serious consideration should be given to the question of applicability of existing cataloging rules in the determination of main entry in a machine-readable file. (Author)

ED 063 010 LI 003 693

Wellar, Barry S. Graff, Thomas O.

Geographic Aspects of Information Systems: Introduction and Selected Bibliography.

Council of Planning Librarians, Monticello, Ill.

Pub Date Nov 71

Note—29p.; 283 References; CPL Exchange Bibliography 239

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Data Bases, *Electronic Data Processing, *Geography, Information Dissemination, *Information Processing, *Information Systems, Information Utilization

Identifiers—*Spatial Characteristics of Data

The aim of this bibliography is to provide a guide to the diverse body of literature that deals with the "geographic or spatial characteristics" of the data elements and data items in each of the following five phases: (1) Specification, (2) Acquisition, (3) Processing, (4) Dissemination and (5) Application. It is intended to provide planners, geographers, economists, sociologists, and others with useful points of reference concerning one characteristic of data that is common to research efforts in a variety of fields. The bibliography consists primarily of works that are available in the literature, or can be obtained from public sources such as the Government Printing Office or the federal government. Part I introduces books, reports, etc., that deal with information system topics in an extensive manner. Parts II to VI provide references for each of the five phases. Each of the phases is briefly discussed to explain the nature of the references contained in each section. (Author/NH)

ED 063 011 LI 003 694

Information for Industry; Proceedings of a One Day Seminar, (Univ. of Newcastle, 6th December 1971).

Newcastle Public Library, New South Wales (Australia).

Spons Agency—Newcastle City Council, New South Wales (Australia).

Pub Date 72

Note—87p.; 14 References

Available from—Newcastle Public Library, P.O. Box 489F, Newcastle, N.S.W., 2300 AUSTRALIA ($1.50 Australian)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cost Effectiveness, Foreign Countries, *Government Role, *Industry, *Information Dissemination, *Information Processing, Information Sources, *Information Systems, Seminars

Identifiers—Australia, *Information for Industry

The objective of this seminar was to increase the awareness of the importance of information to industry and the availability of informational resources in Newcastle. It is directed toward management, research and technical executives. The four papers presented for discussion are: (1) "The importance of information to industry," (2) "The mechanics of supplying information to industry," (3) "The role of government in supplying information to industry" and (4) "Information for industry, the local scene." The appendices contain: a list of participants, a list of or-

ganizations represented, and the object and members of the Industrial Library Advisory Committee. Also included are an index and a graphic picture of the cost relationships of information systems. (Author/NH)

PS

ED 063 012 PS 005 398
Cooper, Georgia Anastasiow, Nicholas
Moving into Skills of Communication.
Indiana Univ., Bloomington. Inst. for Child Study.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Jan 72
Grant—OEG-0-9-247053-3589-721; OEG-9-24178-2129-032
Note—257p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Child Development, Child Language, *Communication (Thought Transfer), Dialects, Language Development, Manuals, Middle Class, Negro Youth, *Reading Ability, *Self Concept, Self Expression, *Speech Skills, Standard Spoken Usage
Identifiers—Project Head Start
A manual concerned with communication and the development of communicative skills in general is presented. Specifically, it deals with the significance of speech in its relation to reading. The point is made that a child's awareness of self as an individual and as a worthy human being emerges in direct relation to this ability to express himself. It also is pointed out that all experiences hold potential for extending language power and for exercising vocal and verbal skills. The manual is divided into two parts. The types of activities contained in Part One and included in a total kindergarten program are considered essential for all children. Part Two covers the following areas: Middle Class Children of Average Maturity, Children Speaking Negro Nonstandard English, Children Speaking Little English and Those Lagging in Speech Development, and Head Start Groups. (Author/CK)

ED 063 013 PS 005 453
Government Research on the Problems of Children and Youth; Background Papers Prepared for 1970-71 White House Conference on Children and Youth.
Congress of the U.S. , Washington, D.C. Senate Committee on Government Operations.
Pub Date Sep 71
Note—486p.; Committee Print, 92nd Congress, 1st Session, Senate Committee on Government Operations, submitted by Subcommittee on Executive Reorganization and Government Research
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-1198, $1.75)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Childhood Needs, *Day Care Services, Delinquency, Demography, *Disadvantaged Youth, Family Planning, Federal Programs, Food Standards, Handicapped Children, Health Needs, Nutrition, Population Trends, *Preschool Programs, Research, *Youth Programs
Identifiers—United States Senate
Each of the eight papers in this volume deals with a major problem affecting American children today. The papers are: "Background Paper on Minority Children and Youth"; "Background Paper on Special Programs for Handicapped Children and Youth"; "Background Paper on Juvenile Delinquency"; "Jobs for Youth"; "Day Care and Preschool Services: Trends in the 1960's and Issues for the 1970's"; "Background Paper on Health"; "Population Change in the United States and the Development of Family Planning Services"; and "Background Paper on Food and Nutrition." (DB)

ED 063 014 PS 005 499
It's a Big World. Aural-Oral Activity Guide. English Edition. Kindergarten.
Corpus Christi Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 70
Note—225p.
Available from—Corpus Christi Independent School District, Corpus Christi, Texas ($2.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Attitudes, *Aural Learning, Bibliographies, Child Development, *Educational Philosophy, *Kindergarten Children, *Manuals, Objectives, *Oral Expression, Organization, Self Expression, Teaching Techniques
A guide for helping young children develop positive attitudes about themselves and for expressing themselves well is presented. The philosophy of the school district putting out this instructional manual includes the following tenets: (1) Schools exist primarily for the benefit of the children in their community; (2) Curriculum should provide broad subject matter areas; (3) Curriculum should be effective as a means of continual child growth; (4) An organized program for teaching and learning is essential; and (5) Pupils should learn that certain duties accompany their privileges. Objectives of this school district include: To develop in every child a love of our form of government; To provide opportunity for individual development. This manual is divided into five parts: Flow Chart, Classroom Organization, Procedures for Using Units, Suggested Teaching Units, and Bibliography. (Author/CK)

ED 063 015 24 PS 005 541
Kremer, Barbara, Comp.
Self-Concept Development: An Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-0288
Pub Date Dec 72
Contract—OEC-0-70-2623(519)
Note—28p.
Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 ($0.50, Catalog No. 1300-15)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, *Bibliographies, *Child Development, *Early Childhood, Preschool Children, Publications, Racial Attitudes, Reference Materials, Resource Materials, *Self Concept
Identifiers—Current Index to Journals in Education, Research in Education
This bibliography with abstracts has been compiled from documents in the ERIC microfiche collection and from journal literature. The abstracts of selected documents have been taken from "Research in Education" and journal citations have been taken from the "Current Index to Journals in Education." The material contained in the bibliography concerns one of the following subject areas: Self-Concept Formation and Implications for Education; Self-Concept and Racial Attitudes; Programs that Focus on Developing Self-Concept; and Enhancing the Preschooler's Self-Image in the Classroom. A few additional references are provided for the reader, and ordering information is given. (DB)

ED 063 016 PS 005 544
Elardo, Richard, E. Pagan, Betty, Ed.
Perspectives on Infant Day Care.
Southern Association on Children Under Six, Orangeburg, S.C.
Pub Date 72
Note—119p.; Proceedings of first annual SACUS workshop on Infant Day Care (Little Rock, Arkansas, June 18, 19, 1971)
Available from—Publications Dept., Southern Association on Children Under Six, 1070 Moss Ave. NE, Orangeburg, South Carolina 29115 ($2.00)
Document Not Available from EDRS.
Descriptors—Child Care Occupations, *Child Development, *Day Care Programs, Early Experience, Family Environment, *Health Services, *Infants, Learning Processes, Program Evaluation, Teaching Techniques, *Workshops
These proceedings of the first annual SACUS workshop on infant day care contain the papers presented at the conference, plus an appendix--Developmental Objectives for Infants and Toddlers. The papers are: "Infant Day Care--Fads, Facts, and Fancies" by Bettye M. Caldwell; "-Family Day Care'"'A Broad Perspective" by Malcolm S. Host; "Getting Started--Licensing and Standards for Day Care" by Joan First; "The Health of Children in Group Day Care" by Frank Loda; "Training for Work in Infant Day Care Centers" by Aurelia Mazyck; "The Problem of Physical Space" by Charles Witsell, Jr.; "Managing th Daily Schedule" by Carol Wheeler-Liston; "Sound Health Practices for Day Care Infants" by Frank Loda; "Some Guiding Principles and Practical Suggestions for Infant Day Care Programs" by Bettye M. Caldwell; "Teaching--Learning Activities" by Julianne Honey; "Assessment of Developmental Progress" by Phyllis Elardo and Richard Elardo; "Some Precautions in Establishing Infant Day Care" by Bettye M. Caldwell. (DB)

ED 063 017 PS 005 551
Host, Malcolm S. Heller, Pearl B.
Child Development: Day Care. Administration, Number 7.
Office of Child Development (DHEW), Washington, D.C.; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date 71
Note—155p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-0161, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Organization, *Business Skills, *Child Care, *Child Development, *Day Care Services, Management, Manuals
The organizing and administering of day care services are the focus of this handbook. The three parts of the handbook are: (1) Organizing Day Care Services (Starting a Day Care Program, The Board of Directors, and The Staff); (2) Components of Day Care Services (Purpose, Objectives and Evaluation of Day Care Programs; Health and Medical Program; Environmental Safety; Social Services; Psychological Services; Parent Involvement; Volunteers in Day Care Programs; and Family Day Care); and (3) Business Management of Day Care Services (Fees for Day Care Service, Decentralized Budget Development and Administration, Payroll Management, Managing the Purchasing and Distributing Services, Other Desirable Business Management Practices, and The Operations Manual). (DB)

ED 063 018 PS 005 601
Cox, William F., Jr. Fletcher, Harold J.
Children's Inductive Reasoning Performance on Picture Stimuli.
Pub Date Apr 72
Note—5p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Child Development, Cognitive Development, *Cognitive Processes, Elementary School Students, *Inductive Methods, Nonverbal Tests, Performance Tests, *Pictorial Stimuli, Preschool Children, *Stimulus Behavior, Test Construction, Testing
Eighty subjects 4, 6, 8, and 10 years of age inductively identified partially uncovered silhouettes of three simple pictures. Subjects removed as few as possible covering pieces, according to their own strategies, to correctly name the pictures. Performance generally improved with increased age on the two dependent measures, inductively inferring the identity of incomplete pictures and efficiently removing pieces on the silhouettes. A plateau in performance existed on the inductive inference measure between ages 6 and 8. Results indicate that young children reason inductively on nonwritten tasks judged appropriate for studying more complex forms of induction. (Author)

ED 063 019 PS 005 602
Hearings before the Committee on Finance, United States Senate, Ninety-Second Congress, First Session on S. 2003, Child Care Provisions of H.R.1, and Title VI of Printed Amendment 318 to H.R. 1.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Pub Date 71
Note—487p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. ($2.25)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Child Care, *Child Care Workers, Cost Effectiveness, *Early Childhood, Educational Accountability, Employment, *Federal Government, *Financial Needs, Inservice Education, *Legislation, Objectives, Preschool Children, Standards
Hearings on child care are presented. Goals of this care include enabling mothers to take jobs by which they can support themselves and their children and improving the first five years of life for many children. Various aspects surrounding the setting up of a government support child care program include time factors, cost, standards and accountability, training and personnel needs, use of private sector and volunteers, legislation, and source of funds. (CK)

ED 063 020 PS 005 604
Hohn, Robert L.
Effects of Massed vs. Distributed Practice and Word Frequency on Young Children's Free Recall.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Kindergarten Children, *Learning Processes, *Preschool Children, *Recall (Psychological), Stimulus Behavior, *Verbal Stimuli, *Word Frequency, Word Lists
Identifiers—*Free Recall
Research on massed practice (MP) and distributed practice effects to preschool children in free recall tasks is reported. A total of 40 kindergarten children were randomly assigned to High Frequency and Low Frequency word groups. No significant differences were found between the two groups on the dimensions of IQ and age. Lists of 32 high frequency or low frequency words were presented for a single trial by magnetic tape at a 5-second rate to individual subjects. Number of words recalled served as the major dependent variable. The results show that although some increase in recall occurs with repeated presentations under MP, the recall curves clearly confirm the superiority of a DP schedule at all levels of repetition. To the extent that educators can control the presentation to young children of words to be learned, it would appear that well-distributed, more frequent presentations should be utilized if more effective recall is the goal. (DB)

ED 063 021 PS 005 605
Earhart, Eileen M.
Implementation of Attention and Classification Curriculum in Day Care and Early Childhood Centers.
Pub Date Apr 72
Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Curriculum Evaluation, Data Collection, *Day Care Programs, *Early Childhood Education, Instructional Materials, *Lesson Plans, *Preschool Curriculum, Teaching Guides
Identifiers—*Attention and Classification Curriculum
The Attention and Classification Curriculum, which was developed for four-year-old children, is described and its implementation is discussed. The curriculum consists of a sequence of 40 lessons and a set of materials used to carry out the lessons. An evaluation of the curriculum was conducted following its use in nine participating centers. General and specific findings are presented. It is concluded that the successful implementation of the Attention and Classification Curriculum provides evidence that early childhood centers can incorporate curricular input when several criteria are met. The content of the curriculum has been found appropriate for the majority of children who were mostly three- and four-year-olds; the five-year olds in several of the centers needed a greater challenge. (DB)

ED 063 022 PS 005 606
Quisenberry, Nancy Lou Forbes
A New Look at Children's Language.
Pub Date Feb 72
Note—9p.; Speech presented to the Missohwa Branch of A.C.E.I. (Carbondale, Illinois, February 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Language, Cognitive Development, *Language Development, Nonstandard Dialects, *Standard Spoken Usage, *Teaching Techniques, *Verbal Development
Methods that can be used by the teacher to encourage children to use standard language are discussed. Three specific instructions to the teacher are given: (1) Recognize that this is part of the natural language growth process and accept it for that; (2) Realize that it cannot be changed overnight. The child will have to be exposed to the accepted form naturally in many ways and for many times; (3) If the child lives in a family whose dialect includes these forms, it will take longer to bring about changes and will probably be more difficult. Many experiences should be provided with records listening tapes, and other adults. Story telling and reading also provide opportunities for hearing many of the irregular forms. (DB)

ED 063 023 PS 005 635
Smith, Merle
Head Start Program, Pontiac School District 1970-71. Evaluation Report.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Early Childhood Education, *Preschool Programs, *Program Effectiveness, *Program Evaluation
Identifiers—*Project Head Start
This report is an evaluation of the Head Start Program conducted for a period of 32 weeks within the Pontiac School District. A description of the program is followed by the results of a pre-post administration of a preschool inventory. (Author)

ED 063 024 PS 005 636
Willis, Harriet Doss And Others
CEMREL's Language and Thinking Program: Some Preliminary Preschool Findings.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Pub Date Apr 72
Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Cognitive Development, Comparative Analysis, *Curriculum Design, *Early Childhood Education, Instructional Materials, *Language Development, *Preschool Curriculum, Program Effectiveness, Skill Development, Teaching Guides
Identifiers—Apell Test, *Language and Thinking Program, Project Head Start
The purpose of this study was to investigate the effectiveness of CEMREL's Language and Thinking: New Directions Program, a broadly based early learning program in the teaching of basic language and reasoning skills. The program is a hierarchical skills oriented approach which provides a broadly based set of guidelines for teachers; a wide array of manipulatives, picture cards, transparencies, independent worksheets, take-home tasks, and audio tapes; and frequent assessment procedures. Some of the critical skills that are taught in the program are verbal fluency and vocabulary skills; visual and auditory discrimination skills; ordering, classification, and sequencing skills; and skills involved with making predictions, formulating hypotheses, recognizing incongruities and analogies, and synthesizing ideas. The teachers of three four-year-old and three five-year-old Head Start classes were selected for participation and training in this program. Comparison groups were comprised of other Head Start classrooms of the same age and same number of children. The comparison teachers used other recently developed innovative preschool curricula and/or approaches. The Apell Test was administered to all students in a pre-post fashion. Multivariate analysis of covariance indicated significant treatment effects due to the CEMREL curriculum. In addition, there were significant age differences. (Author/DB)

ED 063 025 PS 005 637
Engen, Trygg Corbit, Tiina E.
Feasibility of Olfactory Coding of Noxious Substances to Assure Aversive Responses in Young Children. Final Report.
Injury Control Research Lab., Providence, R.I.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Community Environmental Management.
Report No—ICRL-RR-69-6
Pub Date 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accident Prevention, *Early Childhood, Injuries, *Psychological Studies, Response Mode, *Sensory Experience, *Stimulus Behavior
Two experiments made in a study of the feasibility of keeping children away from harmful household goods through the use of odorous chemical substances which elicit inherent aversive reactions in children are discussed. The subjects, procedure, and results of each experiment are given. The overall results of the study show that, in general, the preference scale for children is the same as that for adults. On that basis, it would be theoretically possible to select an odorant very unpleasant to adults and use it to code noxious substances so that children would avoid them. In the final analysis, it is suggested that one must continue to teach children to avoid noxious substances and should not rely on inherent defense mechanisms. (DB)

ED 063 026 PS 005 638
Hemsing, Esther D., Ed.
Good and Inexpensive Books for Children.
Association for Childhood Education International, Washington, D.C.
Pub Date 70
Note—62p.
Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($2.00)
Document Not Available from EDRS.
Descriptors—*Bibliographies, *Childrens Books, *Cost Effectiveness
An annotated bibliography of books for children is presented. Paperbacks and hardbacks are included. (CK)

ED 063 027 PS 005 639
Keyserling, Mary Dublin
Windows on Day Care. A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs and Services in Their Communities.
National Council of Jewish Women, New York, N.Y.
Pub Date 72
Note—248p.
Available from—National Council of Jewish Women, 1 West 47th Street, New York, N. Y. 10036 ($2.00; quantity orders of 50 or more, $1.25 each)
Document Not Available from EDRS.
Descriptors—*Child Care Centers, Childhood Needs, *Day Care Services, *Mother Attitudes, *National Surveys, *Preschool Children, Social Problems, Working Women
The findings of surveys conducted by members of 77 Sections of the National Council of Jewish Women as to existing day care needs and services in their communities are reported. Chapter I of the report presents The Plan of the Report and Highlights of Findings and Recommendations. Chapter II summarizes highlights of what is now known about the arrangements made by mothers who obtain day care services for their children. It also indicates the extent to which present child care facilities throughout the Country fail to meet existing and anticipated needs. The need for day care in the localities surveyed is presented in Chapter III. Chapters IV, V, and VI summarizes what survey participants saw when they visited proprietary and non-profit day care centers and day care homes. In Chapter VII, what Council members learned when they talked with mothers about day care needs and problems is reported. Chapter VIII offers illustrations of what Council Sections are doing in their communities to help expand and improve day care services. Chapter IX presents recommendations for action at the national, state, and local levels. The two appendixes are: 1. Sections Which Participated in the Windows on Day Care Project and Names of Day Care Committee Chairmen; and 2. Excerpts from Windows on Day Care Kit for Council Sections. (Author/DB)

ED 063 028 PS 005 640
Klein, Robert P.
An Approach to the Measurement of Preschool Environments.
Pub Date 71
Note—23p.; Paper is a revised version of presentation at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classification, Classroom Observation Techniques, *Conceptual Schemes, *Early Experience, *Educational Environment, Feedback, Individual Characteristics, Inhibition, Interaction Process Analysis, Learning Activities, *Measurement Instruments, Motivation, Rating Scales, Reinforcement, Self Concept, Teacher Characteristics, Time Factors (Learning)
Identifiers—ICPC, *Inventory of Childrens Preschool Experience, Piaget (Jean)

The general method of observation of education for preschool children, and the conceptual dimensions underlying the categories of experience are discussed. The technique used for measuring preschool experience is the Inventory of Children's Preschool Experience (ICPE). The scale provides a description of the experiences of specific children in the classroom. Time sampling is used: The unit is 30 seconds long and there is a 90 second time-out period for recording. The scale is divided into two parts. Categories concerning what the child is doing are recorded in the upper part and the activities of the teacher or other adult which are directed to the referenced child are recorded in the lower part. In the development of the categories several theoretical approaches provided an organizing framework, e.g., social learning, many of Piaget's notions and operant conditioning. The categories are divided into six broad classes: two for the child and four for the teacher. For the child these categories are those involving interaction with materials and those involving social interaction and affect. For the teacher these are: transmitting skills and knowledge; activities concerned with encouraging, modulating, and inhibiting child's behavior; providing feedback and contingent reward or reinforcement; and providing praise and experiences which would tend to enhance the child's feelings of self worth. It is concluded that there is no single approach that can be used to derive a set of variables from a larger set of categories. (Author/CK)

ED 063 029 PS 005 641

[Directory of Children's Centers in California State Department of Education, Division of Compensatory Education.]

California State Dept. of Education, Sacramento. Office of Compensatory Education.
Pub Date Jan 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, *Directories, *Nursery Schools
Identifiers—*California

A directory of children's centers existing in the state of California is presented. (CK)

ED 063 030 PS 005 662

Forrester, Bettye J.
The Intervention Study with Mothers and Infants.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Development, Child Development, Data Analysis, Early Childhood, *Home Visits, Individual Development, *Infants, *Intervention, *Mothers, *Program Evaluation, Projects, Psychological Evaluation, Reinforcement, Testing

An intervention study with mothers and infants is discussed. The project staff consisted of two home visitors, a materials specialist, an infant examiner, and a project coordinator. This study assessed the effectiveness of the program for mothers and infants. Infant abilities and psychological development were tested and homes were rated. One home visitor worked directly in each home for a maximum of 24 home visits. Throughout the project, the home visitor demonstrated and reinforced behavior of the adult caretaker that provides for the physical, emotional, social, and intellectual development of infants. Data analysis indicated that a successful intervention program can be designed to affect favorably a wide range of functional areas in the behavioral development of infants. (Author/CK)

ED 063 031 PS 005 663

Spokek, Bernard And Others
The Development of a Black Curriculum for Young Children. Final Report.
Illinois Univ., Urbana. Dept. of Elementary Education.
Pub Date Aug 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Changing Attitudes, Cultural Enrichment, *Curriculum Development, Data Analysis, Instructional Materials, Kindergarten Children, Media Research, *Negro Youth, Program Evaluation, Programs, Projects, Racial Integration, Role Perception, *Self Concept, Testing, Workshops

A two-year project established to develop a kindergarten-primary curriculum to help all children become aware of significant aspects of Black culture and learn to confront the problems they will face living in an integrated society is presented. The program was designed in four phases. Phase I concerned itself mainly with collecting resources and background data for the black curriculum. Phase II concentrated on developing a series of teaching units in Black Studies for use with young children. Phase III included the final organization and field testing of the resource units. During Phase IV revisions were made in the teaching units as a result of the information gathered during the field testing and the final report was written. Instructional materials included The Continent of Africa, Language Experiences - Black Media, the Aesthetic Curricula and Black Arts, and Music. There were five workshops. In the final workshop, the teachers discussed with the researcher the relevance and effect of the entire curriculum. Findings include: (1) Racial attitudes improved; (2) Improvement in racial attitudes was greater for girls than boys; (3) Pupils in the study made less stereotyped choices in their role identification of Black Americans; and (4) The pupils in the program showed an increase in their knowledge of Black Americans. It is concluded that Black Studies are effective in increasing the self concepts of Black children and in improving academic readiness. (Author/CK)

ED 063 032 PS 005 664

Wlodarczyk, Steven
Teacher Beliefs and Open Education.
Pub Date Apr 72
Note—5p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beliefs, *Child Development, Classroom Observation Techniques, Data Analysis, Interviews, *Learning Processes, *Open Education, *Teacher Attitudes, Teacher Behavior, Values

The beliefs of teachers with respect to open education are discussed. The point is made that a teacher who expresses a desire to move toward an open classroom environment must first come to trust beliefs and values that may be alien to her own beliefs and must learn to value the following ideas: (1) The life of a child in school is not a preparation for the future; to live like a child is the best preparation; (2) Knowledge is a personal synthesis of one's own experiences and learning proceeds along many intersecting paths; and (3) There is no set body of knowledge that must be transmitted to all. In order to clarify some of the beliefs toward an open approach to teaching, the following steps are recommended: (1) an interview with teachers intended to determine their beliefs about certain aspects of teaching behavior, (2) systematic observation of teaching behavior within the natural school environment, and (3) a synthesis of the interview data with the observation data in order to make some inferences concerning the relationship between what teachers say and what they do. (Author/CK)

ED 063 033 PS 005 665

Hirabayshi, Richard
An Ethnographic Analysis of Open Classrooms.
Pub Date Apr 72
Note—15p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Observation Techniques, Communication (Thought Transfer), *Conceptual Schemes, Culture, *Data Analysis, *Decision Making, Group Instruction, Interviews, Learning Activities, Objectives, Policy Formation, Questioning Techniques, Research, Standards, *Teaching Models, Theories

A study to investigate the significance of teacher decisions concerning the social and physical dimensions of the Open Classroom was conducted. Preliminary observation reviewed teacher goals and decisions for the Open Classroom. This research is based upon Hall's theory of culture reflecting the communication model. There are five basic structural components in the theoretical model of decision making: (1) the period of decisions, (2) the locus of activity, (3) the interactive phenomenon involving the above activity, (4) the composite of decisions forming a pattern, and (5) the consequences of the decisions. The point is made that the levels or criteria of decision making directly affect the structural components of the teacher decisions and that the levels or criteria of decision making are represented by the policy goals, technical goals, and the institutional goals of the curriculum. The preliminary phase of the research included observing and recording classroom phenomena in the naturalistic situation. Goals centered around the essence of the educational philosophy in the open-concept classroom and learning routine order and providing several options for children. It was found that the teacher is faced with four basic questions concerning the decision for use of Group Meetings: Why it is necessary to have a meeting; What it is for; How the process will be selected; and When would be the most effective time to use the particular Group Meetings. (Author/CK)

ED 063 034 PS 005 666

Grotberg, Edith H.
The RFP Route for Developing Knowledge About Young Children.
Pub Date 72
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, Compensatory Education Programs, Day Care Services, *Early Childhood, Federal Aid, *Federal Government, *Research Proposals, *Social Problems
Identifiers—Project Head Start

The trends that are presently converging to make the utilization of the RFP increasingly apparent in Federal funding are discussed. These trends include: (1) greater emphases on social policy issues by the government; (2) increased number of government operated programs; (3) increased management requirements for an operations planning system; (4) increased number of organizations, both private and public, prepared to respond to RFP's; and (5) the uncertainty of unsolicited proposals addressing themselves to policy related research. In connection with the social policy issues, the Federal Government has become involved with issues which have direct or indirect bearing on young children and which, therefore, require information or knowledge about young children. (Author/DB)

ED 063 035 PS 005 667

Langstaff, Anne L. Volkmor, Cara B.
Development of a Task Sequence in Visual Perception: A Validation Study.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jan 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, Early Childhood, *Instructional Materials, Models, Pattern Recognition, *Perceptual Development, Preschool Children, Sequential Approach, Task Analysis, Validity, *Visual Perception

A model for sequencing tasks in the area of visual perception was developed. This paper reports an attempt to validate the structure of the model. The performance of 50 normal preschool children on a 47 item test was studied. The results obtained support the use of the model as a framework for developing visual perception tasks. (Author)

ED 063 036 PS 005 669

Ruble, Diane N. Nakamura, Charles Y.
Task vs. Social Orientation in Young Children and Their Attention to Relevant Social Cues.
California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Grant—OEG-0-70-2655
Note—18p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Analysis of Variance, Cues, *Early Childhood Education, Experimental Programs, Games, *Measurement Instruments, Primary Grades, Problem Solving, Relevance (Education), *Response Mode, *Sex Differences, Social Development
Identifiers—Social Orientation, Task Orientation
This study examined how relevant cues given by an experimenter might differentially affect the performance of task versus socially oriented children on two games. On the basis of past research, two independent variables were chosen: field dependence-independence and sex. It was expected that field-dependent children and girls would tend to be more socially oriented and therefore more responsive to social cues, while field-independent children and boys would tend to be more task oriented and less responsive to social cues. The results supported the expectations regarding field dependence-independence but failed to support those regarding sex differences. (Author)

ED 063 037 PS 005 670
Ruble, Diane N. Nakamura, Charles Y.
Young Children's Task vs. Social Orientations.
California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 71
Grant—OEG-0-70-2655
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Behavior Problems, *Cognitive Development, Cues, *Early Childhood Education, Educational Theories, Experimental Programs, *Measurement Instruments, Primary Grades, Problem Solving, *Sex Differences, Social Development
Identifiers—Social Orientation, Task Orientation
The purpose of this study was to examine young Children's tendencies to be task or socially oriented in an experimental situation. On the basis of past research, two independent variables were chosen: field dependence-independence and sex. It was expected that field-dependent subjects and girls would tend to be more socially oriented, while field-independent subjects and boys would tend to be more task oriented. The results from the two experimental tasks used generally failed to confirm this hypothesis. There were no significant differences in amount of imitation on the first task; and, on the second task, only the boys tended to utilize the social cue that could facilitate their performance on the second part of the task. However, field-dependent subjects did glance more at the experimenter and were more verbally dependent, in accord with the general prediction. With regard to these last results, the possibility that social orientation may sometimes serve as a task-avoidant strategy is discussed. (Author)

ED 063 038 PS 005 671
D'Annunzio, Anthony Steg, Doreen E.
Helping Problem Learners During the Early Childhood Years.
Pub Date 72
Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, Comparative Analysis, *Early Childhood Education, *Intervention, *Perceptual Development, *Preschool Children, *Readiness (Mental), Reading Readiness, Research, Teaching Techniques, Visual Perception
The effects of certain procedures as part of the curriculum in early childhood on the perceptual readiness of children exposed to it are explored. The procedures include: (1) the testing of each child to determine perceptual strengths and weaknesses; (2) the development of "learning print" for each child: a description of integrities and deficits for learning; (3) the listing of individual prescriptive procedures and techniques; and (4) the implication of an instructional program which emphasizes "corrective teaching." To determine the efficacy of this approach, two nursery school populations were involved in an experiment, one receiving a more or less conventional approach to early instructional intervention, while the other received a program stressing diagnosis, prescriptive findings, and concomitant procedures. The findings of the study indicate that the early intervention instructional program, when followed by prescriptive procedures and techniques, is superior to the type of reading readiness instruction offered by a representative nursery school. (Author/DB)

ED 063 039 PS 005 672
Nelson, Linden
The Development of Cooperation and Competition in Children from Ages Five to Ten Years Old: Effects of Sex, Situational Determinants, and Prior Experiences.
California Univ., Los Angeles. Center for Head Start Evaluation and Research.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Jun 70
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Age Differences, *Behavioral Objectives, Behavioral Science Research, *Child Development, Conflict Resolution, Experimental Psychology, Games, *Group Experience, *Interaction Process Analysis, Interpersonal Competence, Kindergarten Children, Maladjustment, Sex Differences, Social Maturity, Social Reinforcement
Six experiments were designed in order to compare the cooperative and competitive interaction of five-year-olds with that of older children up to age 10. For all experiments, children of the same age and same sex were matched in dyads. The children played various two-person games where they could obtain prizes in a variety of reward contingency conditions. The responsiveness of children to certain situational characteristics was investigated. The need for mutual assistance and the possibility for an equitable outcome were considered as, and were expected to be, situational cues for cooperative behavior. Conflict of interest and the possibility for an inequitable outcome were expected to be cues for competitive behavior. The results supported a general hypothesis that the potential responsiveness of children to both cues for cooperation and cues for competition increases with age. For older children, conflict of interest was a particularly important determinant relative to other determinants of cooperation and competition. For older children, but not for five-year-olds, prior game experiences led to greater cooperation. Sex differences did not generally approach significance. The results suggested that the predisposition of older children to be competitive in conflict of interest situations caused them to interact in maladaptive ways. (Author/DB)

ED 063 040 PS 005 673
Reed, Linda
Achievement Motivation and Self-Attribution Related to School Achievement. Research Projects in Early Childhood Learning.
California Univ., Los Angeles. Graduate School of Education
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—Proj-4117
Pub Date Apr 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Early Childhood, *Elementary School Students, *High Achievers, Intelligence Tests, *Low Achievers, Maturity Tests, *Motivation, Personality Studies, Research Projects, Self Concept, Success Factors
Identifiers—CAS, Childrens Achievement Scale, IAR, Intellectual Achievement Responsibility Scale
The present study related achievement motivation and the degree of responsibility attributed to the self for success and failure to school achievement. A children's achievement motivation scale and Crandall's Intellectual Achievement Responsibility Questionnaire were administered to elementary school children. Achievers and underachievers were defined by the discrepancy between actual and anticipated grade placements as determined by performance on an intelligence and achievement battery. High achievement motivation was found to be strongly related to a belief in self-responsibility for both success and failure, whereas achieving at or above grade level was related mainly to a belief in self-responsibility for success. However, both the factors of achievement motivation and belief in self-responsibility for success contribute to and are needed to predict school performance. (Author)

ED 063 041 PS 005 674
Welles, Melinda Fassett
Performance of Preschool Girls and Boys on Measures of Field-Independence-Dependence, Reflectivity-Impulsivity, and Verbal Responsiveness.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 71
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Analysis of Variance, *Comparative Testing, Conceptual Schemes, Early Childhood Education, Models, *Preschool Children, Response Mode, *Sex Differences, *Verbal Stimuli
This study was designed to investigate styles of field approach, conceptual organization, and verbal responsiveness in preschool children. These dimensions were described in terms of constructs Witkin, Kagan, and Zigler. Subjects were 23 girls and 23 boys between 50-63 months of age. Measures administered to each subject individually in the same order were the Gerard Rod and Frame, Banta Embedded Figures, Banta Matching Familiar Figures, and Harris Draw-A-Person Tests. Verbal responsiveness was assessed by Kohlberg and Zigler's adaptation of Gewirtz's verbal dependence scale. Data were organized to determine whether field-independence-dependence and reflectivity-impulsivity are identifiable in normal preschool children, and to assess whether sex differences and verbal responsiveness relate to field approach and conceptual style in this population. Results indicated that styles of field approach, conceptual organization, and verbal responsiveness were not only identifiable, but also sex differentiated among normal preschool children. Overall, boys were more field-independent, and girls more verbally responsive. All measures, save Banta's Embedded Figures Test and the Articulation of Body Concept analysis of Harris' Draw-A-Person test, were found appropriate for normal pre-school children. (Author)

ED 063 042 PS 005 677
Keogh, Barbara K.
Spatial Organization of Young Children.
California Univ., Los Angeles. Center for Head Start Evaluation and Research.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Dec 70
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Child Development, Lateral Dominance, Nursery Schools, Pattern Recognition, *Perceptual Development, *Preschool Children, Problem Solving, Research, *Sex Differences, *Spatial Relationship, Task Performance, Testing
Identifiers—Draw A Person Test, Pattern Drawing Test, Pattern Walking Test
This study was designed to consider effects of age, sex, intelligence, lateral usage, and lateral awareness on young children's performance of spatial organization tasks. The sample consisted of 79 Caucasian, middle socioeconomic status nursery school children (mean C.A. 57.80, S.D. 4.47 months), 44 boys and 35 girls. Spatial organization was operationally defined as ability to copy patterns by drawing and walking in an expended spatial field and to identify by verbal response the correct spatial position of objects in relation to each other and to self. No association of lateral awareness or lateral usage measures and the spatial organization tasks was identified. A clear sex difference favoring boys was found in pattern copying in an expanded spatial field. Boys had significantly higher objective scores in pattern walking than did girls; they also appeared markedly more task oriented. Findings were consistent with the field dependence-independence construct, and suggest that sex differences in styles of field organization are identifiable by the late preschool age period. Differences in task orientation, cue selection, and cue organization may well be keys to understanding children's strategies of problem solving; these warrant further study. (Author)

ED 063 043 PS 005 678
Spodek, Bernard
In-Class Teacher Training for Open Education.
Pub Date Apr 72

Note—6p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Guidance Programs, Curriculum Development, *Inservice Teacher Education, Motivation, *Open Education, Role Theory, *Supervisory Activities, *Teacher Educators, Teacher Improvement, Teaching Techniques, Workshops
Identifiers—*University of Illinois
The dimensions of the advisory role and its relationship to teachers are discussed in relation to work carried out in the Open Education project at the University of Illinois. Project activities during the 1970-71 year are presented. Variables in the role of the advisor which emerged are as follows: (1) locus of control; (2) the function of time, (3) the development of trust or credibility; (4) the intrusion of local constraints; (5) the function of expectations; (6) the skills and resources needed for the function of the advisor; (7) professional/personal needs; (8) building autonomy; and (9) the "layering" of teachers. (DB)

ED 063 044 PS 005 679
Moser, James M.
Number Program for Primary Schoolers.
Pub Date 72
Note—6p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arithmetic, Cognitive Development, *Early Childhood Education, *Elementary School Mathematics, *Instructional Programs, Mathematics Instruction, *Number Concepts
Identifiers—*Developing Mathematical Processes, DMP
The arithmetic portion of the Developing Mathematical Processes (DMP) program, as it applies to children of ages 5 to 8, is described in some detail. The terminal objective of the number program of the primary segment of DMP is the ability of the child to correctly write, read and validate mathematical sentences of the form A = B plus or minus X. For a more complete review of the DMP program, write the author at the Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisconsin 53706. (DB)

ED 063 045 PS 005 681
Mazyck, Aurelia And Others
Hidden Treasure; Parents Search for Quality in Programs for Infants and Toddlers.
North Carolina Univ., Greensboro.
Spons Agency—Appalachian Regional Commission, Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Report No—Demo-Proj-D-256
Note—33p.
Available from—Infant Care Project, Institute for Child and Family Development, Univ. of North Carolina, Greensboro, N.C. 27412 (Script plus set of 100 color slides, $50.00; Script only, $3.00. Payable to Infant Care Project, UNC-G)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care Centers, *Day Care Programs, Environmental Influences, Health Services, *Infants, Language Development, Nursery Schools, *Parent Participation, Physical Development, *Preschool Children, Skill Development, Staff Utilization
Identifiers—*Project Infant Care
The things that one can see in a child care program that identify it as a good program for babies and their families are described. The two main questions that are answered are: What is quality in an arrangement for infant care? and How is a parent to recognize it when it is found. The topics discussed are: (1) Involvement with Parents, Home, and Family; (2) Easing Separation from Home and Family; (3) Attention to Health, Safety, Physical Well-being; (4) Workable Plans for Times of Illness; (5) Adults with Continuing Contact with a Small Number of Babies; (6) Importance of Playtime; (7) Importance of Talking; (8) Richness in the Surroundings, Variety, New Experiences; (9) Freedom to Explore and to Use New Skills; (10) Time Alone for "Moments of Peace"; (11) Limits and Some Frustrations and Help in Coping with Them; (12) Order and Consistency, Color and Action, Encouragement and Praise; and (13) Respect for Individuality. A brief bibliography listing additional material about infant-toddler care is provided. (DB)

ED 063 046 PS 005 682
Additional Material Related to Child Care Legislation.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Pub Date 21 Sep 71
Note—50p.; Committee Print, 92d Congress 1st Session
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Day Care Services, Economic Factors, Educational Practice, *Federal Aid, *Federal Legislation, Health Services, Parent Participation, Program Guides, Social Services, Staff Utilization, *Standards
Material relating to Child Care Legislation is provided. The material concerns the following: (1) Provisions of H.R. 1 relating to child care: Opportunities for families program; Family assistance plan; (2) Excerpts from House report on H.R. 1 relating to child care: Provision of child care by Department of Labor; Exclusion of child care expenses from income for welfare purposes; Administrative system for providing child care; and child care tax deduction; (3) Excerpt relating to child care from the second annual report of the Department of Health, Education, and Welfare to the Congress on services to families receiving aid to families with dependent children under title IV of the Social Security Act; (4) Proposed revised Federal day care requirements: I. Introduction; II. Definitions; III. Program standards--A. Environmental considerations, B. Educational services, C. Health and nutrition services, D. Social services, E. Staffing, F. Parent involvement, and G. Administration and coordination; IV. Waivers of requirements; and (5) Comparison of Long Bill (S. 2003) and Title VI of Ribicoff Amendment No. 318 to H.R. 1. (DB)

ED 063 047 PS 005 700
Barr, Rebecca C.
Development of a Word Learning Task to Predict Success and Identify Methods by Which Kindergarten Children Learn to Read. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-125
Pub Date Feb 71
Grant—OEG-5-70-0002(010)
Note—100p.; [Filmed from best available copy]
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Grade 1, *Kindergarten Children, Learning Processes, Predictive Ability (Testing), *Reading Readiness Tests, *Task Performance, Test Reliability, Test Validity, *Word Study Skills
Identifiers—Metropolitan Readiness Tests, *Word Learning Tasks
The objectives of this study were (1) to construct and evaluate the reliability and validity of word learning tasks for predicting success in learning to read, and (2) to compare the effectiveness of word learning tasks with readiness measures in predicting reading in grade one. Two samples of like-aged boys and girls from urban (76) and suburban areas (105) were selected for the study; one sample was tested with the Word Learning Tasks in May of the kindergarten year and the other in September in first grade. Word learning and reading samples were collected in December and May of first grade for all subjects. Mills' Learning Methods Test scores and readiness information (test scores and teacher ratings) were collected for selected subjects. The combined Tasks were found to be reliable measures, with a moderate degree of validity. A comparison of the Tasks, Words Learned-December, kindergarten teacher ratings, and the Metropolitan Readiness Tests showed that the Metropolitan Readiness Tests were generally the best predictor of reading in May of first grade; the Word Learning Tasks were less effective predictors, and the kindergarten teacher rating was the least effective. Words Learned-December was the most useful measure in indentification of children with low reading skill at the end of the first grade. (Author/DB)

ED 063 048 48 PS 005 701
Stern, Carolyn Keislar, Evan R.
A Cognitive Curriculum for Young Children. Volume I: Final Report.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0701
Pub Date 71
Contract—OEC-5-85-045
Note—139p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Child Development Centers, Cognitive Development, Comparative Analysis, Comparative Testing, Criterion Referenced Tests, *Curriculum Development, *Disadvantaged Youth, Educational Experiments, Instructional Materials, Kindergarten Children, *Language Ability, Preschool Children, *Preschool Curriculum, Programed Instruction, *Reading Tests, Statistical Analysis, Test Construction
Identifiers—*Preschool Language Project
The two basic objectives of this five-year study were to investigate a number of variables related to the preparation of effective instructional materials for disadvantaged preschool children, and to determine whether special language instruction would produce improvement in language abilities and thus promote academic progress in the beginning grades. An important by-produce would be a programmed curriculum for the prekindergarten and kindergarten years. The two sections of this report are (1) Report of the Five Year Study, and (2) Comprehensive Evaluation Battery. For Volumes II and III, the total programmed curriculum and the prekindergarten and kindergarten years, see PS 005 702 and 703, respectively. (DB)

ED 063 049 48 PS 005 702
Stern, Carolyn Keislar, Evan R.
A Cognitive Curriculum for Young Children. Volume II: The Preschool Curriculum. Final Report.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0701
Pub Date 71
Contract—OEC-5-85-045
Note—372p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Audiovisual Instruction, Curriculum Design, *Early Childhood Education, Instructional Materials, *Language Programs, *Nursery Schools, *Preschool Curriculum, Program Descriptions, *Programed Instruction, Teaching Techniques
Identifiers—*Preschool Language Project
This second of three volumes that constitute the final report of the Preschool Language Project contains programs of the Prekindergarten Curriculum developed during the course of the five-year study. The programs are presented first in a chronological sequence, and then by subject categories. The subject categories are: Language of Instruction, Color, Picture Reading, Numbers, Shapes, Home Environment, Animal Homes, Letter Recognition, Visual Discrimination, Opposites, Family Relationships, and Problem Solving. The materials and instructional objectives are specified, and each program contains information concerning materials, general procedure, objective(s), vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see PS 005 701 and 703.) (DB)

ED 063 050 48 PS 005 703
Stern, Carolyn Keislar, Evan R.
A Cognitive Curriculum for Young Children. Volume III: The Kindergarten Curriculum. Final Report.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0701
Pub Date 71
Contract—OEC-5-85-045
Note—465p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Audiovisual Instruction, Curriculum Design, *Early Childhood Education, Instructional Materials, *Kindergarten, *Language Programs, Program Descriptions, *Programed Instruction, *Reading Instruction, Teaching Techniques
Identifiers—*Preschool Language Project

This third, and final, volume of the final report of the Preschool Language Project contains the audiovisual programs of the Kindergarten Curriculum developed during the course of the five-year study. The programs are presented first in chronological sequence, and then by subject categories. The subject categories are: Reading, Language Modeling, Matrix, Numerals, Science, Math-Science, and Logic. The materials and instructional objectives are specified for each program, as are the general procedure, vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see PS 005 701 and 702.) (DB)

ED 063 051 PS 005 711
Schwarz, J. Conrad
Effects of Teacher Behavior Modification on Unresponsive Students. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—Proj-9-B-126
Pub Date Nov 71
Grant—OEG-2-70007(509)
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, Interaction Process Analysis, *Interpersonal Competence, *Nursery Schools, *Preschool Children, Rating Scales, Reinforcement, Research Projects, Social Immaturity, *Student Teacher Relationship, *Teacher Behavior

This study was concerned with the classroom adjustment of the nursery school child and the role of the teacher as a facilitator of change in adjustment. The first objective was to increase the value of the teacher's social responses of attention and approval in children who seemed to value these responses least, and the second objective was to assess whether an increase in the value of the teacher's social responses would produce increases in classroom adjustment. One member of each of 12 pairs of low attraction children was rendomly assigned to the experimental condition, and the other was assigned to the control condition. The assistant teacher in each class served as the treatment agent who implemented a 19-session program of interaction with the child. The treatment program, derived from principles of desensitization and positive attitude conditioning, was designed to reduce aversion or dislike and increase attraction to or liking of the teacher. All nursery school children were pre- and post-tested on a 26-item rating scale of classroom adjustment. Significant increases were shown in social interaction and compatibility by the children nominated as shy/avoidant or unresponsive. (Author/DB)

ED 063 052 24 PS 005 712
Ingalls, Dorothy M.
Development and Implementation of a Comprehensive Health and Nutrition Record. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—Proj-I-B-039
Pub Date Feb 72
Grant—OEG-2-710039
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care Centers, Child Development, Data Collection, Early Childhood, *Health, *Nutrition, Parent Participation, Physical Development, *Preschool Children, Psychological Patterns, *Records (Forms), Research Projects
Identifiers—New Jersey, *Trenton

The objectives of this project were: (1) to determine the items necessary for a comprehensive Health and Nutrition Record to be sent to the public and parochial schools from selected preschool day care servicing agencies; (2) to design an instrument on which to record the necessary health and nutrition data; (3) to determine ways of channeling this information to the Trenton (N.J.) public and parochial school from the selected day care servicing agencies; and (4) to implement the selected way of channeling the information. These four objectives were completed during the project period. Certain limitations to accomplishing the work are discussed, and suggestions regarding these are given. It is also suggested that the classroom teacher of the receiving school be given an opportunity to read and evaluate the information on page 1 of the instrument. A copy of the Health and Nutrition Record designed as provided, as is a Final Budget Report. (DB)

RC

ED 063 053 RC 006 101
Linton, Thomas H.
A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement Among Anglo and Mexican-American Sixth Grade Students.
Pub Date 72
Note—13p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Anglo Americans, Comparative Analysis, Cross Cultural Studies, *Elementary School Students, Grade 6, Mexican Americans, *Self Concept, Sex Differences, Socioeconomic Status, Tables (Data)

The study was conducted to determine (1) if Anglo and Mexican American 6th-grade students differed significantly on measures of global and academic self-concepts and (2) the relationship of academic achievement to these self-concepts. A sample of 172 Anglo and 160 Mexican American students from 16 elementary schools in a southern New Mexico city was stratified by 3 socioeconomic levels. The Piers-Harris Children's Self Concept Scale and a 5-item factor-analyzed scale developed from existing research were used to measure self-concept. Student achievement was measured by teacher-assigned grades in reading, arithmetic, and social studies and by the Iowa Test of Basic Skills. A 3-way analysis of variance model (with students classified according to ethnicity, sex, and socioeconomic level) was used to test differences between students. Results indicated no significant differences between ethnic groups in terms of academic and global self-concepts, and no sex differences were found. Significant differences were found in both self-concept measures between socioeconomic levels. High socioeconomic level was associated with high self-concept and low socioeconomic level was associated with low self-concept. However, middle-socioeconomic-level Mexican American students' academic self-concept scores were almost the same as those of low-socioeconomic-level Anglo and Mexican American students. Results of actual achievement were consistent with findings of previous studies, and correlation analysis of the relationships between self-concept and achievement did not yield a consistent pattern across socioeconomic levels. (NQ)

ED 063 054 RC 006 117
The Memramcook Conference of North American Indian Young People (Memramcook, New Brunswick, July 1969).
Teaching and Research in Bicultural Education, Inc., Princeton, Maine.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date Jul 69
Note—163p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Biculturalism, *Bilingualism, Community Colleges, Cultural Context, Demonstration Programs, Educational Attitudes, *Educational Planning, Governmental Structure, History, Reservations (Indian), School Segregation, *Social Influences, Tribes

A meeting of over 100 American Indian and non-Indian young people and adults from the eastern United States and Canada is described in this publication. Significant events of the 6-day conference (keynote talks, discussions, question-and-answer sessions, etc.) are reported in order to show the evolution of ideas, changes in attitude and behavior, thoughts, feelings, and creative energy and determination of today's young Indian men and women. Discussion of the concept of an all-Indian school directed by Indians is emphasized, and plans for continuing study of such a project are reported as the major accomplishment of the conference. A summary of 30 preconference questionnaires on the feasibility of the all-Indian school and a summary of responses to the postconference evaluation sheet are included. (PS)

ED 063 055 RC 006 118
Miller, Paul F.
To House the Migrant.
Spons Agency—State Univ. of New York, Genesco. Center for Migrant Studies.
Pub Date 72
Note—105p.
Available from—New York State Migrant Center, State University College of Arts and Science, Geneseo, New York 14454 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Health Facilities, Job Training, *Labor Camps, Labor Force, Labor Supply, Labor Turnover, Low Rent Housing, *Migrant Health Services, *Migrant Housing, Migrant Welfare Services, Migrant Workers, Occupational Mobility, Occupational Surveys, Planned Community, *Program Development, State Programs, *State Surveys
Identifiers—New York State

Commissioned by the New York State Center for Migrant Studies to develop a report on improvement in the living environment of migrant workers during their sojourn within New York State, the author draws his conclusions from such information sources as interviews with migrants, growers, and state and national officials; personal labor camp visits; and printed materials. Although the author's expertise is mainly in the field of housing, this final report was critiqued by individuals knowledgeable about New York's migrants and their problems. Since it is concluded that "the best way to improve the environment for the migrant is for the migrant to drop out of the migratory stream," development of a New York State alternate agricultural labor force is suggested. Also recommended is the establishment of a Rural Development Corporation (as a corollary to the existing State Urban Development Corporation) to provide growers, migrants, nonprofit groups, and local governments technical and financial assistance for rural needs in the areas of environmental improvement and low-income housing (including migrant housing). Among the 8 major recommendations, it is further noted that greater emphasis should be placed on job training programs both in New York State and in the migrant home areas to aid transition from migrancy to a sedentary life-style. Included in the report in addition to discussions of the problem, the forces of change, and a program of housing are findings and recommendations, 10 references, a 57-item bibliography, an appendix interpreting a special 1968 survey of farm camps, 6 tables, 3 maps, and 2 graphs. (MJB)

ED 063 056 RC 006 119
Simons, J. W. And Others
Housing for Migrant Agricultural Workers.
Agricultural Research Service (DOA), Washington, D.C.; Public Health Service (DHEW), Washington, D.C. Migrant Health Service.
Report No—Ag-Hb-383
Pub Date Aug 70
Note—46p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Building Plans, *Facility Requirements, Federal Legislation, Health Facilities, *Housing Needs, Hygiene, *Labor Camps, Landlords, Local Government, Local Housing Authorities, Migrant Health Services, *Migrant Housing, Planned Community, Recreation, Space Utilization, State Legislation

Intended to assist the producer in meeting the housing regulations of Federal, state, and local governments for migratory workers and thereby to attract better labor through adequate housing, this agricultural handbook contains discussions of the migrant-labor situation; regulations and standards; general housing considerations (i.e., length of occupancy, farm-based or central camps, rental charges, constraints to housing improvements); specific housing considerations (i.e., housing site, water supply, excreta and liquid-waste disposal, essentials for good housing, housing space and arrangementr [space, separate sleeping facilities, individual family units, sleeping and central-facilities combination, a motel-type housing unit, and trailers]); choice of materials and construction methods in terms of floors, floor coverings, walls and partitions, roofs, roofing, painting; lighting; ventilation and screening; heating; toilet facilities (flush toilets, septic privies,

chemical toilets, pit-type privies [traditional type]); facilities for bathing, laundering, and hand washing; cooking and eating facilities (individual units, communal cooking and eating, and central mess facilities); garbage and other refuse disposal; insect and rodent control; fire, safety, and first aid; health units and sanitation; child-care centers; recreation; landscaping, camp layout and roads; management; financing; and investment and operation costs. Included are 5 tables and 50 figures. (MJB)

ED 063 057 RC 006 121
Rural Development Chartbook.
Economic Research Service (DOA), Washington, D.C.
Pub Date Feb 72
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Census Figures, *Economic Factors, Employment, Government Role, Health Services, Housing, Income, Migration, Planning, *Racial Differences, *Rural Urban Differences, *Tables (Data)
Various phases of rural development in the United States are examined using graphs and tables which provide such statistics as the urban-rural total population, migration status by race, farm population and outmigration, nonfarm nonmetropolitan growth rate, per capita personal income, earnings by industrial source, earnings by occupational group, poverty incidence by place of residence, number of substandard housing units, per capita expenditures for health services, and educational levels. Narrative statements emphasizing rural-urban differences accompany most of the graphs and tables. (LS)

ED 063 058 RC 006 122
Allen, Jack, Comp. *Moristo, Dennis, Comp.*
An Introduction to the Bureau of Indian Affairs--Agency Records and Bureau of Indian Affairs--Archival Records Housed in the San Francisco and Bell Federal Records Centers. Native American Series.
California Univ., Los Angeles. American Indian Culture Center.
Report No—AICC-1
Pub Date 71
Note—26p.
Available from—University of California, Los Angeles, American Indian Culture Center, Campbell Hall, Rm. 3221, Los Angeles, CA. 90024 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Archives, *Government Libraries, *Government Publications, Illustrations, *Resource Materials
An introduction to 2 Federal Records Centers (FRC), which house certain records of various agencies (e.g., Department of Navy, Internal Revenue Service) and materials designated as archival (permanent U.S. official records), is given in this pamphlet. The description of the Bureau of Indian Affairs (BIA) agency records and BIA materials is presented to supply American Indian people, Indian students, and others engaged in Indian-related studies with an introduction to the BIA agency records and archival materials in these 2 FRC's. Ideas on the usage of these BIA records and an appendix containing sample documents and suggestions for their use are included. (NQ)

ED 063 059 RC 006 126
King, A. Richard
The School at Mopass: A Problem of Identity. Case Studies in Education and Culture.
Pub Date 67
Note—96p.
Available from—Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, New York 10017 ($2.75 plus handling)
Document Not Available from EDRS.
Descriptors—Administration, Agencies, *American Indians, Behavior, *Boarding Schools, *Case Studies, Community Relations, Cultural Factors, Curriculum, *Education, Human Relations, Learning, Personnel, School Environment, *Social Integration, Sociology, Teaching, Testing
Identifiers—Canada
As one of 20 case studies in education and culture designed to bring to students in professional education and in the social sciences the results of direct observation and participation in educational process in a variety of cultural settings, this book describes the educational process in a residential school for American Indian children in the Yukon Territory of Northwest Canada. The book contains the following headings and subheadings: "The School Community" (Yukon Indians, Twentieth-Century Developments, Matt Matthew's Family: Yukon Territory, The Yukon Indian Agency, Whitehorse and Whitemen, and Origins of the Residential School at Mopass); "The Residential School Operation" (The Plant Facility, School Routines, The Residential School Curriculum, Community Relations, and, Summary of School Operations at Mopass); and, "The Residential School as a Learning Environment" (Adults of the Residential School, The Staff, Teachers, Adult Relationships, Child Relationships, Coping with Adults, Classroom Behavior, Standardized Tests and Their Implications, and, Summary of the School as a Learning Environment). Included are lists of 14 references and 13 recommended readings. (MJB)

ED 063 060 RC 006 129
Miller, Peggy L.
Creative Outdoor Play Areas.
Pub Date 72
Note—121p.
Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 ($5.95)
Document Not Available from EDRS.
Descriptors—Activities, Child Development, *Childhood Needs, Child Psychology, Childrens Games, Community Involvement, Creative Development, Equipment, Farm Visits, Guidelines, Management, Nature Centers, *Outdoor Education, *Play, Playground Activities, *Playgrounds, Play Therapy, *Recreational Facilities
Considering the creation of proper play areas for children (school sites, municipal and mini parks, private homes and backyards, shopping centers, apartment complexes, recreational areas, roadside parks, nursery schools, churches, summer camps, and drive-in theaters) as one of today's major challenges, the author recommends that professional educators, architects, real estate developers, city planners, parents, park and recreation directors, and private organization managers assume a vital part of this challenge. Considerations for development of creative play areas are described in the book under the following major headings: Play and Children's Learning; The Importance of Outdoor Play; General Guidelines for Developing Creative Outdoor Play Areas; Specific Guidelines for Developing Creative Outdoor Play Areas; Natural Topographical Features; Creative Play Equipment; Examples of Comprehensive Play Areas; Children's Gardens; Children's Farms; Children's Nature Areas; How to Plan, Develop, and Operate Creative Outdoor Play Areas; and, Special Events. Also included are illustrations, appendices (Values of Creative Outdoor Play Areas Summarized, and, Old Time Outdoor Games), 13 references, and an index. (MJB)

ED 063 061 RC 006 130
New Mexico State Department of Education, Division of Indian Education. 1970-71 Annual Report.
New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.
Pub Date 71
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Annual Reports, Average Daily Attendance, Communications, *Compensatory Education Programs, Dropouts, *Educational Improvement, Educational Research, Enrollment, *Federal Programs, Graduates, Kindergarten, Personnel, School Community Relationship, School Funds, Services, State Programs
Identifiers—New Mexico
An annual report (1970-71) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to the 20 schools receiving Johnson-O'Malley benefits. Observations from the Director of Indian Education indicate that kindergarten units were expanded to 41 units in 12 districts; that 10 Indian community-school liaison persons were employed to aid community-school communications; that 52 teaching specialists and 36 instructional aides were provided to help promote individualized instruction; that 16 counselors and 11 registered nurses worked full time with the Indian students; and that Indian absenteeism and dropouts have decreased slightly. Included along with these observations are (1) a list of superintendents of Johnson-O'Malley schools; (2) an annual report on public school contracts; (3) school district narratives; (4) tables on Johnson-O'Malley Indian enrollment by schools and months, Johnson-O'Malley Indian average daily attendance by schools and months and by grades and months, and enrollment and average daily attendance of Johnson-O'Malley Indian students; and (5) State and District Summary Reports on enrollment, graduates, and dropouts. (MJB)

ED 063 062 RC 006 132
Jackson, Anne, Ed.
Ethnic Groups--Their Cultures and Contributions.
Arkansas State Dept. of Education, Little Rock.
Pub Date Sep 70
Note—162p.
Available from—Department of Education, State Capitol Building, Little Rock, Arkansas 72201 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Annotated Bibliographies, Chinese Americans, Culture, Ethnic Groups, Ethnic Relations, Filipino Americans, History, Japanese Americans, Korean Americans, *Mexican Americans, *Negroes, *Non Western Civilization
Identifiers—*Oriental Americans
Seeking to promote appreciation of the culture of American Indians, Black Americans, Mexican Americans, and Oriental Americans, this 701-item annotated bibliography with references from 1929 to 1970 gives citations related to the history, culture, and mores of these ethnic groups. The bibliography includes classified (by subject and usage level) citations of 666 books as well as citations of 27 films and 8 recordings recommended for use in the elementary and secondary schools. An author-title index is also included. (MJB)

ED 063 063 RC 006 136
Oregon Migrant Health Project, 1971 Annual Report.
Oregon State Board of Health, Portland.
Spons Agency—Public Health Serv'ce (DHEW), Washington, D.C. Migrant Health Service.
Pub Date 71
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Laborers, *Annual Reports, Dental Health, Diseases, Health Education, *Health Needs, Labor Camps, Laws, Living Standards, *Medical Services, *Migrant Health Services, *Migrant Worker Projects, Ophthalmology, Rural Areas, State Programs, Tables (Data)
Identifiers—Oregon
In its 9th year of providing migrant health services through a U.S. Public Health Service Continuing Migrant Health Act grant, this Oregon Migrant Health Project annual report is concerned with (1) the health services provided during the 1970-71 harvest season through a contractual arrangement between the Oregon State Health Division and 10 county health departments and (2) direct services provided in 2 counties by the State Health Division. Over 40,000 migrants were served through diagnostic and medical services, preventive medical services, dental care services, counseling services, and referral services. Also, promotion of health awareness, education, and improvement of living conditions was a goal of the project. Project results in this annual report are presented in narrative and tabular form. The appendix includes a description of the Stayton Migrant Outreach Program; tables related to dental, optometric, and hearing and vision conservation services; and discussions of the Oregon Migrant Health Advisory Committee and its 4 meetings. Related documents are ED 048 963 and ED 049 866. (MJB)

ED 063 064 RC 006 137
Coverdale, G.M.
Education and Rural Development with Reference to Developing Countries.
Macquarie Univ., North Ryde (Australia).
Pub Date Apr 72
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Agricultural Education, Agricultural Production, Agricultural Skills, Agricultural Technicians,

*Developing Nations, Economics, Educational Programs, Educational Resources, Living Standards, Management, Manpower Development, Needs, Policy, *Program Development, *Rural Development, *Rural Education, Teaching, Training, Vocational Agriculture

Seeking full use of the educational resources available to developing countries in the areas of rural education and agricultural training, this paper is concerned with ways in which the efforts of organizations and institutions concerned with rural development might be improved and expanded. A generalized critical analysis of different facets of rural education--primary and secondary education; vocational training centers; youth service (wherein youth are given the opportunity to work in return for food, clothing, shelter, and a few hours of education and training per week); government-sponsored farm (training) institutes; agricultural colleges; agricultural education at the universities; adult education; and teacher training--is given. Recommendations include change from a subsistence to a cash economy and increased agricultural output to the point of exportation; "gentle" innovation; formulation of a comprehensive rural-development policy aimed at raising living standards of the rural people through increased and diversified economic activity; coordination of activities through an executive governmental council which includes an experienced agricultural educationist and provides academic and advisory support through a university department of agricultural education; provision for manpower planning; and improvement of the status and role of rural teachers, trainers, and extension workers. (MJB)

ED 063 065 RC 006 140

Tebbel, John Ruiz, Ramon Eduardo

South by Southwest: The Mexican-American and His Heritage.

Pub Date 69

Note—122p.

Available from—Doubleday & Company, Inc., Garden City, N.Y. 11530 ($1.45 plus handling)

Document Not Available from EDRS.

Descriptors—*American History, *Childrens Books, Cultural Awareness, *Developing Nations, Employment, Foreign Relations, Industry, Instructional Materials, *Mexican Americans, Socioeconomic Influences, *Supplementary Reading Materials

Identifiers—Mexico, Southwest

The heritage of the Mexican American people who settled in the Southwest is discussed in this book with regard to Mexico's history, its revolution with Spain, Mexico today, and its relations with the United States. The illustrated book is designed for use by or with young people. (NQ)

ED 063 066 RC 006 141

Kirk, Robert J.

Health Careers for American Indians and Alaska Natives: Source Book, Educational Opportunities and Financial Assistance.

Public Health Service (DHEW), Washington, D.C. Div. of Indian Health.

Pub Date Jun 70

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Community Health Services, *Educational Opportunities, *Eskimos, Financial Services, Guidance, *Health Occupations Education, Health Services, Higher Education, *Information Sources, Medical Services, Service Education, Service Occupations

Identifiers—Alaska

Directed to students, educational coordinators, community health representatives, and tribal leaders, this source book provides an overview of educational opportunities in the health field available for American Indians and Alaska Natives. Information on health careers, health training programs, sources of scholarships and assistance, graduate programs in hospital administration, and estimated college costs (1968-69) is provided. Also included are general suggestions to students, hints to high school students, a list of Indian Health Service area offices and facilities, a list of Bureau of Indian Affairs area offices, and 56 annotated references to similar publications. (MJB)

ED 063 067 RC 006 149

Sorkin, Alan L.

American Indians and Federal Aid. Brookings Studies in Social Economics.

Brookings Inst., Washington, D.C.

Pub Date 71

Note—231p.

Available from—AKWESASNE Notes, Mohawk Nation via Roosevelt, N.Y. 13683 ($7.50)

Document Not Available from EDRS.

Descriptors—Agriculture, *American Indians, *Cultural Factors, Education, *Federal Programs, Health, *Improvement Programs, Income, Industrialization, Manpower Development, Property Accounting, Reservations (Indian), Social Factors, *Tables (Data)

"American Indians are the poorest of any nonwhite minority in the United States. Life on the reservation offers them few opportunities: if they move to the city, they face problems of adjustment that can prove insurmountable. What is being done--what more could be done--to help Indians satisfy their needs in a largely alien society? To develop the economic potential of the reservations, the U.S. government provides education, vocational training, health services, low-cost housing, and aid to industry and agriculture. Even so, most reservations remain 'open-air slums' to which many Indians return after a losing battle with urban life. The author of this Brookings Study in Social Economics makes an objective yet compassionate analysis of the problem, drawing on previously unpublished material from the Bureau of Indian Affairs and interviews with Indian leaders. He concludes his assessment of the major federal programs with specific proposals for improving them and encouraging the tribes to assume greater responsibility for developing their own resources...." (LS)

ED 063 068 RC 006 150

Martindale, Don Hanson, R. Galen

Small Town and the Nation: The Conflict of Local and Translocal Forces.

Pub Date 69

Note—211p.

Available from—Greenwood Press, Inc., 51 Riverside Ave., Westport, Conn. 06880 ($10.00 plus handling)

Document Not Available from EDRS.

Descriptors—*Community Development, *Cultural Factors, Education, History, Income, Individual Power, Local Issues, *Power Structure, Religious Factors, Research, *Rural Areas, Rural Urban Differences, *Social Factors, Sociology, Tables (Data)

In this study of Benson, Minnesota, Professors Martindale and Hanson examine the sources and manifestations of local-translocal tensions in the institutional life of a typical small town. The authors begin by describing the town's physical and cultural setting, and briefly sketch the community's history. Their examination of the attitudes and life-styles of Benson's population reveals a polarization between those citizens who are struggling to preserve the friendly atmosphere and pace of the small town and those who are trying to update Benson to urban and national standards. The conflict between local and cosmopolitan attitudes is apparent in Benson's economy, in its structures of power and influence, and in its various agencies of socialization. It is concluded that recent increases in state and national legislation affecting local affairs, proliferation of the power of Federal agencies, greater standardization and national organization of economic and financial institutions, and extended power and pervasiveness of electronic and printed mass media are all bringing Benson closer and closer to national norms in terms of life-style, social attitude, and political and economic structure. (Author/LS)

ED 063 069 24 RC 006 162

Cooperative Vocational Education in Small Schools: A Suggested Guide for Program Planning.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 72

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50, Stock No. 1780-0963)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Resources, *Cooperative Education, Cooperative Planning, Educational Development, Illustrations, Program Development, *Program Planning, *Rural Schools, *School Community Relationship, *Vocational Education

Guidelines and alternatives for planning cooperative vocational education programs in small rural schools are presented in this document, which proposes methodologies to promote the range of opportunities for occupational exploration and training via a learning-earning program that utilizes community resources. The document contains guidelines relating to meeting instructional objectives within the career education concept, organizing instruction, and program implementation. Appendix A describes the Paola Pilot Project in Vocational Education; Appendix B provides a description of the Cochise County Summer Cooperative Occupational Education Project; and Appendix C summarizes the Aurora Diversified Occupations Program. Also appended are a glossary and a 16-item bibliography. (MJB)

ED 063 070 RC 006 163

Eastman, Clyde

Assessing Cultural Change in North-Central New Mexico.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Jan 72

Note—65p.; Agricultural Experiment Station Bulletin 592

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acculturation, *Cross Cultural Studies, *Cultural Background, Economic Factors, Education, Health, Income, Mass Media, *Research, *Spanish Americans

Identifiers—*New Mexico

A study conducted during the summer of 1969 researched the concept of culture with regard to the acculturation process of Spanish Americans. The Spanish Americans of north-central New Mexico were compared with the Anglo Americans living within that region. Data were collected on 799 adults from the 2 groups by means of personal interviews. Factor analysis identified a factor labeled the modern-traditional dimension which consisted of 6 value orientations: activism-fatalism, risk-taking, time, integration with family, preference for secondary social relations, and superstition. Analysis of variance was used to explore the relationship of the modernism score to various reference group characteristics. This analysis elaborated the nature of modernism and allowed assessment of changes taking place among various subgroups. Findings showed that acculturation is taking place, but Spanish Americans are not blending completely. Regression analysis indicated that, when other relevant factors are held constant, there are significant income differences between Spanish and Anglo household heads. (NQ)

ED 063 071 RC 006 166

Opportunities in Manpower Training Programs for the Forest Service and Its Cooperators.

Forest Service (DOA), Washington, D.C.

Pub Date Oct 70

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, *Employment Opportunities, *Federal Programs, Forestry Occupations, Incentive Systems, Job Training, *Manpower Development, Manpower Utilization, Older Adults, *Rural Areas, *State Federal Support, State Programs, Vocational Education, Work Study Programs, Youth Opportunities

Manpower programs in which the U.S. Forest Service can participate are identified in this booklet, and methods and procedures for initiating programs in the interest of meeting the needs of rural areas are explained. Major divisions of the document are Overall Planning, Program Sponsorship, The Program-Operation Mainstream, Manpower Development and Training Act, Experimental and Demonstration Program, Neighborhood Youth Corps, College Work-Study, Work Incentive Program, Public Service Careers, and Transition. Prepared primarily for Forest Service personnel, the booklet may be beneficial to state foresters or natural resource agencies wishing to work with manpower programs. (MJB)

ED 063 072 RC 006 191

Minshall, Charles W. And Others

An Analysis of the Economic Structure and Industrial Potential of the Four Corners Region. Summary Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.
Pub Date May 71
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, Community Responsibility, *Demography, *Employment, Human Capital, *Industrialization, Manpower Needs, Models, Natural Resources, Population Distribution, Research, *Resources, *Rural Development, Tables (Data)
Identifiers—*Four Corners Area
The overall objective of this 4-phase study was to provide the Four Corners Regional Commission with an evaluation of industries best suited for the region. In order to satisfy this objective, 100 industries and products were identified which have the highest potential for development in the total region, as well as in specific subregions. The resources of the subregions and the requirements of these 100 industries were analyzed. The industries were ranked according to the number of subregions where they were among the top 40 feasible industries. It was found, for example, that production of metal office furniture ranked high in all subregions, while production of engine electrical equipment ranked among the top 40 industries in only 1 subregion. Using tables in the document, industries which are most feasible for the region as a whole can be ascertained, as can those industries which are best suited to each of the subregions. In addition to identifying the industries most suitable to the region, the document contains analyses of (1) the region's existing industrial and economic base, (2) barriers to industrial development, and (3) types of support required to attract new industries and strengthen existing ones. (LS)

ED 063 073 88 RC 006 195
Teaching is for Kids. 1972 Edition. [A Documentary of Title III, ESEA Projects in Maine.]
Maine State Dept. of Education, Augusta.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date 72
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Enrichment, *Educational Improvement, Educationally Disadvantaged, *Enrichment Programs, *Federal Programs, Guidance, Handicapped, Music, Natural Resources, Outdoor Education, Professional Training, *Program Descriptions, Resource Centers, *Rural Schools, Social Studies
Identifiers—Maine, PACE, Projects to Advance Creativity in Education
In this documentary of Title III projects funded under the Elementary and Secondary Education Act, a 2-page descriptive narrative of each of 10 funded projects in Maine is given. Each project is classified by subject matter and is listed under 1 of the following headings: (1) Professional Improvement, (2) Help for the Educationally Disadvantaged, (3) Giving American History Meaning, (4) Maintaining and Improving Maine's Environment, (5) Individual Learning and the Nation's First Four-day Week, (6) Learning the Sounds of Music, and (7) Media Center. A source for obtaining additional information is included with each project description. A related document is ED 043 404. (LS)

ED 063 074 RC 006 198
Donaldson, George W. Goering, Oswald
Perspectives on Outdoor Education: Readings.
Pub Date 72
Note—233p.
Available from—William C. Brown Company, Publishers, 135 S. Locust St., Dubuque, Iowa 52001 ($3.95)
Document Not Available from EDRS.
Descriptors—Conservation Education, Curriculum, *Educational Philosophy, *Environmental Education, *History, International Programs, *Outdoor Education, Program Administration, *Reading Materials, Teaching
Fifty-one selected readings on outdoor education from the "Journal of Outdoor Education," a publication of Northern Illinois University, are presented in this book. The articles deal with environmental education and such areas of outdoor education as its philosophy, history, administration, curriculum, and teaching. Some of the articles pertain to outdoor education programs in Germany, England, Scotland, New Zealand, Denmark, and Japan. Five articles present perspectives on outdoor education from the viewpoints of a curriculum specialist, a state education department consultant, a recreation educator, a resource geographer, and a classroom teacher. (NQ)

RE

ED 063 075 RE 004 098
Andre, Thomas
An Information Processing Theory of Learning and Forgetting.
Pub Date Apr 72
Note—15p.; Paper presented at meeting of American Educational Research Association (Chicago, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Information Processing, Information Theory, Learning Experience, Learning Processes, *Learning Theories, Memory, *Mnemonics, *Models, *Recall (Psychological), Stimulus Behavior
A theory of learning and forgetting is proposed which uses an information processing (IP) model. The IP model views learning as a process of storing, retrieving, and outputing information from a permanent memory. The concept of information pattern is important to the IP model because the pattern of information determines how the information will be processed. The pattern is composed of those aspects of the impinging stimulus situation and the requirements of responding given by the learning task. It is suggested that the perceptual aspects of an information pattern are important in determining the storage location in the long term memory. Information patterns are stored in and retrieved from a specific address. The possibility of several addresses for the same information pattern may help account for forgetting: within a limited amount of time for a response only a limited number of searches can be made of the storage address system; thus the information may not be retrieved. The IP theory can account for output interference (inability to output recalled information): if the initial stimulus and elaborative information (which determine the address of the stored information) cannot be reconstructed, the information will not be retrieved. Educational implications of this theory are suggested and references are included. (AL)

ED 063 076 RE 004 100
[Reading Is Fundamental: Pamphlets and Newsletters].
Smithsonian Institution, Washington, D.C.
Pub Date 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Childrens Books, Community Organizations, *Community Programs, *Foundation Programs, *Newsletters, Program Coordination, Program Descriptions, Program Development, Program Planning, *Reading Programs
Identifiers—*Reading Is Fundamental
These pamphlets and newsletters are products of the Reading Is Fundamental (RIF) program, which provides free and inexpensive books to children through a variety of community organizations throughout the country. The newsletter appears monthly and contains reports on specific programs, trends in the national program, RIF involvement with other reading programs, studies related to the RIF program, and book reviews. It is designed as a communication link between programs and provides publicity for RIF programs in communities. (AL)

ED 063 077 RE 004 105
Estes, Thomas H.
Assessing Attitudes toward Reading.
Pub Date May 72
Note—10p.; Paper presented at meeting of International Reading Association (Detroit, Michigan, May 11, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Tests, *Attitude Tests, *Interest Scales, Literature Appreciation, Reading Habits, *Reading Interests, Recreational Reading, Student Attitudes, *Test Construction, Testing
Based on the feeling that affective dimensions of reading are important and deserve evaluation, a scale is suggested to assess attitudes toward reading. The scale consists of a series of statements and five possible responses to each, ranging from "strongly agree" to "strongly disagree." Each response is given a numerical value; and the higher the score received by a respondent, the more positive his attitude toward reading is judged to be. A list of 14 criteria guide the formulation of appropriate statements for such a scale. Modifications in the scale and in the statements can be made to suit the reading abilities of given respondents. (A sample test, a scoring key, and references are included.) (AL)

ED 063 078 RE 004 106
Roberts, Dodd E.
A Modest Proposal--1972 Edition.
Pub Date May 72
Note—8p.; Paper presented at meeting of International Reading Association (17th, Detroit, Michigan, Ma 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Education Courses, *English Education, English Instruction, Methods Courses, Reading Achievement, *Reading Instruction, Reading Programs, Reading Skills, *Teacher Education
A course in teaching reading designed for prospective English teachers is described. The first activity of the course is a study of statistics concerning reading achievement on local, state, and national levels. Students in the course are urged to visit their own high schools or local schools as individual projects for studying reading achievement and reading programs. Based on their research students discuss rationales for reading programs, and, ultimately, the nature of the reading process. Implications of these discussions for English teachers in the classroom are presented. Specific reading skills such as word perception, literal comprehension, and inferential comprehension are discussed. Evaluation and diagnosis of reading ability and material selection for teaching reading are studied in individual projects. Preparation of lessons enable students to see how content and process can be integrated in the classroom. Other topics of discussion include reading flexibility, materials, machines, readability, testing, retardation and remediation, and organization for instruction. The course was taught using a contract system which enabled students to determine at the beginning what grade they would work for and what projects they would complete. (References are included.) (AL)

ED 063 079 RE 004 111
Breakthrough at Wyandanch; Newsletter EDL/McGraw-Hill.
Educational Facilities Labs., Inc., New York, N.Y.
Pub Date [72]
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Disadvantaged Youth, *Individualized Instruction, *Junior High School Students, Minority Groups, *Reading Achievement, Reading Centers, Reading Programs, Student Attitudes
Identifiers—*Learning 100
Described is the EDL "Learning 100" adult-oriented communication skills program used in the Wyandanch community of New York's Suffolk County. Using one full-time reading specialist and two full-time aides, the program divided 100 disadvantaged, minority group junior high school students into 16 sections, each meeting for different lengths of time. Emphasis was given to individual rates of progress, allowing for more flexible groups which gave the students time to ask questions, have their problems resolved, and receive guidance. Diagnosis and evaluation were constant and the students were advanced as soon as they were ready. Although initial student attitudes were negative, by the end of six months their school attendance, classroom behavior, and attitudes had changed, and their reading levels improved substantially--based on the Botel Word Opposite Tests, the average reading gain was 1.3 years. (A detailed chart of individual student reading progress is included.) (HS)

ED 063 080 RE 004 113
Martin, Ruby W.
Current Issues--The Public College.
Pub Date May 72

Note—13p.; Paper presented at meeting of International Reading Association (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Colleges, Instructional Materials, Measurement Instruments, *Negro Students, Personnel, *Program Improvement, *Reading Difficulty, *Regional Cooperation, Research Design, Teacher Education

A Reading Interest Group of representatives from predominantly black colleges of the country was established by the Southern Regional Education Board's Institute of Higher Educational Opportunity. Representing 15 institutions from the East and Midwest, this group met and attested to the fact that a major percentage of the failures of black students could be traced to a lack of reading comprehension skills. Specific needs and concerns registered by this group are outlined in the report. The major needs are: (1) production of materials pertinent to black students, (2) examination and evaluation of current reading materials used, and (3) research designs relative to all aspects of reading programs which are currently in effect at predominantly black colleges. The following issues were expanded and discussed in this report: (1) improvement of programs, (2) development of a useful bibliography with the contribution of black reading specialists, (3) production of materials incorporating the work of black reading teachers, (4) administrative support, (5) staffing problems, and (6) teacher education. (References are included.) (AW)

ED 063 081 RE 004 114
Dauzat, Sam V.
Wise Utilization of Human Resources: The Paraprofessional in the Reading Program: Paraprofessionals and Reading.
Pub Date May 72
Note—10p.; Paper presented at meeting of International Reading Association Meeting (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Needs, *Paraprofessional School Personnel, *Reading Instruction, *Role Perception, *Teacher Responsibility, *Team Teaching

Paraprofessionals have valuable roles to enact in the effective reading program; however, paraprofessionals in the classroom are justified only to the extent to which educational benefit accrues to the children in that classroom. Professionals must devise strategies whereby the resources in the classroom may be most effectively utilized and whereby the professional and paraprofessional may function as an educational team. Professionals must not squander on nonproductive tasks the potential source of rich opportunities for children which the paraprofessional represents. The professional teacher of reading must assume the key role, while the paraprofessional assumes a supporting one; but this relationship should enhance the opportunities of each to make a positive educational impact on the lives of children in the reading program. (AW)

ED 063 082 RE 004 117
Block, J. R.
I.T.A.--A Status Report--1971: The Beginning of a Second Decade.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Pub Date 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, Developmental Reading, Early Reading, Educational Research, Foundation Programs, *Initial Teaching Alphabet, *Methods Research, *Phonics, *Reading Instruction, Reading Materials, *Reading Research, Teaching Techniques

A status report on the use of the Initial Teaching Alphabet (i.t.a.) is presented by the i.t.a. Foundation, an independent, non-profit organization which conducts and supports i.t.a. programs and research. In reviewing the 70 studies which compare i.t.a. programs to traditional orthography (T.O.) programs, it has been found that two-thirds of the studies indicate that i.t.a. is more successful in teaching beginning reading and writing skills than the T.O. approach. The remaining one-third of the studies shows that i.t.a. is equally as successful as T.O. in teaching reading. No studies show adverse effects of using the i.t.a. approach. It is emphasized that the studies conducted were highly varied and were done in a variety of school situations in a number of countries. The report replies to frequently occurring criticisms of the i.t.a. program, such as (1) children who learn i.t.a. have difficulty transferring to T.O., (2) children regress to i.t.a. after they have moved into a T.O. class, (3) i.t.a. materials are expensive, and (4) children in i.t.a. programs experience the Hawthorne effect (learn better because they are participating in an innovative program). It is argued that such criticisms are not supported with evidence or research and that the research on i.t.a. can refute such claims. Further research is encouraged by an offer from the i.t.a. Foundation. (AL)

ED 063 083 RE 004 118
Bushnell, Margaret
I/T/A/ News.
Initial Teaching Alphabet Publications, Inc., New York, N.Y.
Pub Date Jan 71
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Reading, *Elementary Grades, Followup Studies, *Initial Teaching Alphabet, *Longitudinal Studies, Phonics, *Reading Achievement, Reading Development, Reading Instruction, *Reading Research, Reading Skills

A study conducted in Bethlehem, Pennsylvania, elementary schools, the first schools to adopt the Initial Teaching Alphabet (i.t.a.) approach to teaching basic reading in this country, revealed that children who started with i.t.a. had significantly less reading failure than children with traditional orthography (T.O.) training. Although the i.t.a. children were generally highly mobile and less advantaged than the T.O. children, it was found that: (1) the rate of failure (as evidenced by repeating grades) was three times higher for the T.O. group, (2) twice as many T.O. pupils received remedial reading training as did i.t.a. pupils, and (3) on subtests of a standardized battery, i.t.a. pupils scored higher on capitalization, knowledge and use of references, and dictated spelling. Further, T.O. children needed help on word recognition and comprehension, while i.t.a. children needed help only on comprehension. It was suggested that i.t.a. children had developed characteristics such as ego-strength, skills development, and learning behavior to produce a higher success rate in reading. The study is one of the few which shows the long term effects of an i.t.a. program. Tables of data are included. (AL)

ED 063 084 RE 004 128
Kee, Daniel W. Rohwer, William D., Jr.
Elaboration and Learning Efficiency in Four Ethnic Groups.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date Apr 72
Note—23p.; A paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aural Stimuli, Caucasian Race, Chinese Americans, *Ethnic Groups, *Learning Characteristics, Lower Class Students, *Measurement Techniques, Negro Students, *Paired Associate Learning, Recognition, *Response Mode, Retention, Spanish Americans, Visual Stimuli

Paired-associate learning efficiency was assessed within four low-SES ethnic populations (black, Chinese-American, Latino-American, and white) as a function of presentation conditions and method of measurement (verbal recall vs. pictorial recognition). A mixed-list paired-associate task was administered individually to 40 second grade children from each group. The results revealed substantial effects for presentation conditions, but not for populations. Nevertheless, the pattern of conditions effects differed as a function of both populations and measurement method. An explanation of the results was discussed in terms of the concept of differential memory coding as a function of specific subject characteristics. (References, tables, and figures are appended.) (Author)

ED 063 085 RE 004 131
Burgett, Russell E.
Pupil Accountability and Reading.
Pub Date May 72
Note—9p.; Paper presented at meeting of International Reading Association (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Individual Instruction, Oral Reading, Reading Comprehension, Reading Development, *Reading Instruction, *Reading Skills, Remedial Reading, *Secondary Grades, *Self Evaluation, Student Evaluation, *Tutorial Programs, Tutoring

In a study utilizing high school sophomores with reading problems and their tutors it was found that significant changes occurred when students were taught to identify and classify their own reading errors as a regular part of a corrective and remedial reading program. The instructional program began with the students analyzing their results on a standardized reading test. From this analysis they formulated general reading goals. Skills packages employing self-correcting formats were utilized in meeting general and specific reading needs. Study questions with "key words," or concept words, were used to scan literature and determine answers. If tutorees needed extra word identification skills, they could select skills packages to study. Students' oral reading was recorded and errors were noted and classified by the tutor. Gradually students were asked to detect and classify their own oral reading errors. Such self-evaluative procedures encouraged students to engage in more frequent assessments of reading performance, conserved teacher time for instruction, promoted student self-competition, and encouraged a more amenable attitude on the part of students toward teacher suggestions for improvement. (References are included.) (AL)

ED 063 086 RE 004 134
Mauser, August J.
Why Paraprofessionals in Reading?
Pub Date 11 May 72
Note—10p.; Paper presented to International Reading Association at the annual convention (17th, Detroit, Mich., May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, Developmental Reading, *Paraprofessional School Personnel, Programed Tutoring, *Reading Improvement, Remedial Reading, *Tutorial Programs

Although reading paraprofessionals are not to be considered as teacher substitutes, (they are frequently used in routine and mechanical matters, freeing the regular teacher for more individualized instruction and lesson planning), they can make significant contributions in classroom instruction, student motivation, and public relations. Research has shown that by giving proper training to paraprofessionals (e.g., use of the Peabody Language Development Kit), more positive results in students' reading progress--increased attention span, gains in readiness, and increased word recognition--are achieved. Proper training also makes possible the use of educable mentally retarded adolescents, juvenile delinquents, senior citizens, and Viet Nam veterans as paraprofessionals. Studies further show that when the behavior of paraprofessionals is programmed, they are successful not only in developmental reading programs, but also as remedial reading assistants. Furthermore, use of paraprofessionals fosters positive community attitudes and increased community involvement. (Appended are references and a sample of reading students' attitudes toward paraprofessionals.) (HS)

ED 063 087 RE 004 135
Vick, Marian Lee
Realities and Fallacies of Reading Instruction for Ethnically Different Students: Cognitive and Affective Concerns.
Pub Date Dec 71
Note—13p.; Paper presented at National Reading Conference (Tampa, Florida, December 3, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Culturally Disadvantaged, *Disadvantaged Youth, Ethnic Groups, *Intellectual Development, Intelligence Factors, Language Ability, Literature Reviews, Prereading Experience, Reading Ability, Reading Achievement, *Reading Instruction, *Reading Research

A review of the literature about reading instruction for ethnically different students discloses a body of information largely disconnected

and biased. Numerous factors are alleged to be determinants of the reading retardation of such students. Generally, these fall into two categories: racial factors in intelligence and cultural deprivation. The author concludes that minority ethnic groups, and especially blacks, have been and still are enmeshed in racial-, class-, caste-, and self-image problems. However, if members of minority ethnic groups are respected, accepted, and taught as human beings, their average performance might eventually reach the norm performance of other human beings who are so taught. (A bibliography is included.) (AL)

ED 063 088 RE 004 136
Vick, Marian Lee
Critical Issues in Reading Instruction Among Black Teachers and Students: Personnel and Training.
Pub Date 12 May 72
Note—7p.; A paper presented at the annual convention of the International Reading Association (17th, Detroit, Mich., May 10-12, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Ethnic Groups, Negro Students, Negro Teachers, Paraprofessional School Personnel, *Reading Improvement, *Reading Instruction, Teacher Attitudes, Teacher Characteri tics, *Teacher Improvement

Research studies agree that the teacher, above any other factor, is the key to successful reading instruction. Therefore, in order to improve reading achievement of pupils in any ethnic group, one should look first at the teacher, paraprofessional, tutor or volunteer and his training. New developments such as microteaching, self-analysis of one's own recorded teaching, pre- and in-service training, and competency based models for training reading teachers seem promising; also encouraging are the training programs for paraprofessionals promoted and fostered by national reading organizations. The final crucial concern is that teachers of reading evidence creativity, imagination, flexibility, and a sensitivity to children. (AW/MF)

ED 063 089 RE 004 141
Fillmer, H. Thompson
Personality Type and Achievement in Reading.
Pub Date May 72
Note—9p.; Paper presented at annual meeting of International Reading Association (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Effective Teaching, *Individual Differences, Learning Characteristics, *Personality Studies, *Reading Instruction, Research Needs, Teaching Methods

Research has indicated that there is no teaching method superior to others in promoting reading skills, improving attitudes, or creating interests, and that different types of children evidence varying responses to different methods. Studies such as those of Jung and Myer regarding personality and learning styles provide clues that are useful in identifying the preferences for learning, yet very few studies have investigated the relationship between learning preferences and reading achievement. It has been shown that the choice of instructional methods makes a great difference for certain kinds of pupils, and a search for the best way to teach can succeed only when the learner's personality is taken into account. (AW)

ED 063 090 RE 004 142
Della-Piana, Gabriel M.
Some Parameters of Pupil Response in Learning.
Pub Date 9 May 72
Note—8p.; Paper presented at the Preconvention Institute of the International Reading Association Annual Convention (17th, Detroit, Mich., May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automation, *Check Lists, Individualized Programs, *Program Improvement, *Reading Instruction, Research Reviews (Publications), *Response Mode, Stress Variables

Since effective personalization of reading instruction requires considerable knowledge about the function of response variables in learning, and because the value of research summaries lacking substantive supportive data is suspect, the author has provided eight questions for the use of the practitioner as a check list of variables to remove possible difficulties from his program. The questions are stated relevant to some parameters of pupil response involved in personalized and automated reading programs. For each question, illustrative hypothetical research is described to clarify the variables. The results presented are also usually hypothetical or adapted from current research, included to illustrate the kinds of possible conclusions. (AW/MF)

ED 063 091 RE 004 143
Hammond, William T., Jr.
Teaching Listening Skills in the Junior College Reading Program.
Pub Date May 72
Note—9p.; Paper presented at the annual convention of International Reading Association (17th, Detroit, Mich., May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Definitions, *Junior Colleges, *Listening Skills, *Literature Reviews, Reading Skills, Research Needs, *Skill Development

Stating that little has been done to improve listening skills, the author (1) lists some of the various definitions assigned to listening; (2) examines the dichotomy between the listening goals of two- and four-year colleges and the actual time colleges spend in listening instruction; (3) reports on the standard listening practice of note-taking as an ineffective means of improving listening comprehension; and (4) points out the confusion and contradictions surrounding the information on listening. His concluding remark urges recognition of the need for an organized and coordinated program in this area. A reference list is included. (HS)

ED 063 092 RE 004 144
James, Helen J.
Strengthening Reading at the Secondary Level.
Pub Date May 72
Note—10p.; Paper presented at the annual meeting of International Reading Association (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Techniques, Grouping (Instructional Purposes), Individual Differences, Individualized Programs, *Inservice Teacher Education, Measurement Techniques, *Program Content, Reading Consultants, *Reading Programs, *Role Perception, *Secondary Schools, Teaching Techniques

The effects of five secondary school individualized in-service training programs on classroom reading skills instruction are compared. The initial and final perceptions of the teachers, concerning their responsibilities for providing for pupils' individual differences in reading abilities, are measured by use of attitude inventories, self-rating scales, and/or summaries of their needs related to reading skills instruction. Verbal data are acquired during in-service training sessions, individual conferences, and classroom visits. Training content includes assessment procedures, teaching techniques, classroom management, grouping, and lesson planning. Four factors are considered strong influences on the in-service programs: training processes, training content, institutional influences, and consultants' influences. Three conclusions are reached: (1) teachers tend to give attention to existing reading programs in their schools as one means of providing for pupils' individual differences in reading abilities; (2) teachers tend to change their instructional procedures when receiving help with the problems of immediate concern to them; and (3) teachers tend to require instruction in classroom management and lesson planning before learning techniques for teaching reading skills. (AW)

ED 063 093 RE 004 146
Hamilton, Jean F.
Evaluating Reading Growth.
Pub Date 12 May 72
Note—6p.; A paper presented at the annual convention of the International Reading Association (17th, Detroit, Mich., May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Technology, *Evaluation Needs, Individualized Instruction, Measurement Goals, *Reading Instruction, *Teacher Participation

Reading instruction aims at developing meaning and understanding; achievement of its goals depends on the continuous, consistent, and systematic evaluation of all aspects of a reading program. Since isolated skills have little value unless related to some pattern with built-in, designated levels of achievement, reading should be taught as a closely knit system of experiences, principles, and processes. Both instruction and evaluation should be planned and constructed with care. Evaluative procedures used to measure reading progress must focus on all aspects of a balanced and sound program and must be both reliable and valid. In its fullest sense, reading evaluation should (1) focus on new knowledge uncovered through basic and applied research studies, (2) provide opportunities for teachers to become fully involved in the evaluation process, and (3) determine if the breadth, depth, and scope is adequate for present and future reading needs. As individualized reading instruction demands complete records of reading growth, advances in technology can help lighten the work load of the teachers. (AW)

ED 063 094 RE 004 147
Lloyd, Bruce A.
Building Word Recognition Abilities.
Pub Date May 72
Note—7p.; Paper presented at meeting of International Reading Association (Detroit, May 9-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Criteria, Evaluation Techniques, Reading Development, *Reading Diagnosis, *Reading Instruction, Reading Skills

A major purpose of reading evaluation is to help the classroom teacher organize an instructional approach consisting of a closely knit system of skills, experiences, principles, and processes. Reading evaluation should have a three dimensional emphasis. The first dimension should focus on new knowledge uncovered through basic and applied research studies. The second dimension should provide opportunities for teachers to become fully involved in the evaluation process. The third dimension should determine if the breadth, depth, and scope are adequate for present and future needs in reading. Individualized reading instruction demands efficient and effective procedures for the use of classroom teachers in diagnosing reading needs and evaluating reading growth. Instructional technology has facilitated faster and more effective evaluation techniques. (AL)

ED 063 095 RE 004 148
Raymond, Dorothy
A City-Wide Language Experience Approach to Reading.
Pub Date 9 May 72
Note—10p.; Paper given at the annual convention of the International Reading Association (17th, Detroit, Mich., May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activity Learning, Creative Art, Creative Dramatics, Creative Writing, *Individual Activities, *Language Experience Approach, *Language Skills, Reading Development, Reading Skills, Sight Vocabulary, Story Telling

Described is the language experience approach to reading used in grades K-8 of a small city school system. Largely concept-centered, the program allows the students to work individually or in small groups, insuring a wide variety of learning activities. Constructed without the use of commercially prepared materials, the program encourages students to be self-motivated and self-directed. Main activities at the elementary level include diary or journal writing, reading, creative writing, creative dramatics, and arts and crafts. A sample of electives available to students at the junior high school level are American Folklore, Film and Film Making and Journalism. At all levels the development of reading and language skills are emphasized. (HS)

ED 063 096 RE 004 149
Davis, Frederick B.
Psychometric Research in Reading.
Pub Date May 72
Note—17p.; Paper presented at meeting of International Reading Association (17th, Detroit, Michigan, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Ability, Cognitive Measurement, Cognitive Tests, Literature Reviews, *Psychometrics, *Reading Comprehension, *Reading Processes, Reading Research, Reading Skills, Reading Tests, Word Recognition

This review of psychometric research in reading analyzes the factors which seem related to

reading comprehension skills. Experimental analysis of reading comprehension by L. E. Thorndike revealed two major components: knowledge of word meanings and verbal reasoning abilities. Subsequent analysis of experimental studies of reading comprehension confirmed Thorndike's conclusions and added the skills of (1) obtaining literal sense meaning from a passage, (2) following the structure (syntax) of the passage, and (3) recognizing the literary techniques used by an author. Other tests of reading speed and comprehension also confirm these conclusions. Statistical techniques of substrata analysis and regression analysis are criticized for their lack of validity and their misleading conclusions. Thorndike's conclusions are pronounced confirmed and sound, and suggestions are made for applications of these conclusions to techniques and materials for reading instruction. References are cited. (AL)

ED 063 097 RE 004 152

Barham, Frank E.

The Virginia Project: Guaranteed Student Achievement in Reading.

Pub Date 12 May 72

Note—21p.; Paper presented at the annual convention of International Reading Association (17th, Detroit, Mich., May 10-12, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement Gains, Independent Study, Individualized Programs, Intelligence, Lower Class Students, *Performance Contracts, *Performance Criteria, *Reading Diagnosis, *Reading Programs, *Retarded Readers

The concept underlying this performance contract program was based on maximizing the time students spend actively participating in learning activities and providing them with direct and immediate feedback or reinforcement. Continuous diagnosis and prescription were utilized to select materials and give intensified instruction by adjusting the content, level, and learning rate for each pupil. Materials were constantly manipulated and modified for self-directing and self-correcting experiences. Selected to participate in the project were 250 students from two schools which had a major population from black, low socio-economic families. All of the students were to meet the criteria of being more than one year retarded in reading, with an IQ above 75. Involved personnel took part in a week of pre-service activities, with the actual instruction of students lasting approximately six months. Comparison of pre- and post-test results indicated that the achievement gains were significant and encouraging: 39% of the pupils gained 0.6 years or more, and another 39% gained from 0 to 0.5 years. Findings of a follow-up study and a list of references are included. (AW)

ED 063 098 RE 004 154

Rosner, Jerome

The Development and Validation of an Individualized Perceptual Skills Curriculum.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—115p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Arithmetic, Auditory Perception, *Beginning Reading, *Curriculum Development, *Perceptual Development, Primary Education, *Psychomotor Skills, Reading Improvement, Reading Instruction, Reading Tests, Visual Perception

Having rejected the assumption that children meeting the criteria of "unimpaired" possess the basic perceptual skills needed to organize raw data into meaningful symbolic units, and the notion that children less adept in these skills can be categorized as "learning disabled" or "culturally disadvantaged," the Learning Research and Development Center at the University of Pittsburgh initiated a project which resulted in the Perceptual Skills Curriculum. Organized into four goals, the project determined: (1) which perceptual skills are related to reading and arithmetic at the primary level, (2) whether such skills can be trained effectively, (3) whether training can be measured in classroom behavior, and (4) ways in which the training can be implemented in the classroom. It was concluded that perceptual skills can be managed in the classroom by using an organized testing and training program which recognizes individual differences among children. (A bibliography is included.) (HS)

ED 063 099 24 RE 004 155

White, Kathleen M.

Diagnosis and Remediation of Reading Retardation: A Focus on the Development of Logical Thinking. Final Report.

Boston Univ., Mass.

Bureau No—BR-1-A-017

Pub Date Mar 72

Grant—OEG-1-71-0008(509)

Note—76p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Elementary School Students, *Learning Disabilities, Learning Theories, *Logical Thinking, Reading Diagnosis, *Reading Difficulty, *Reading Instruction, Reading Skills, Remedial Reading Programs, *Retarded Readers, Teaching Methods

To test whether training in logical multiplication would improve the reading skills of "retarded readers" (children with specific language disability, minimal brain damage, dyslexia, psycho-neurological learning disability, or perceptual handicaps), this study (1) elaborated a theoretical approach to reading based on Piaget's theory of cognitive development, (2) conducted an intensive diagnostic study of four reading-retarded children, and (3) administered to these subjects an eleven-week logical training program. The Durrell Listening-Reading Tests were administered on a pre- and post-test basis to assess the program's effect on reading. The findings of the study indicated that some reading retardation is related to problems of a logical nature, and that even when the source of reading difficulty is perceptual or emotional, the child's progress can be furthered by strengthening logical abilities in the word attack process. (Included in this document are a bibliography of sources consulted, diagnostic information on the subjects, and the basic content of the logical training program itself.) (MF)

ED 063 100 RE 004 156

Beck, Isabel L. Mitroff, Donna D.

The Rationale and Design of a Primary Grades Reading System for an Individualized Classroom.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Bureau No—BR-5-0253

Pub Date 72

Grant—OEG-4-10-158

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beginning Reading, Elementary Grades, *Individualized Reading, Nongraded Primary System, Phonics, Reading Games, *Reading Instruction, Reading Level, *Reading Materials, *Reading Programs, Supplementary Reading Materials

The staff of the Reading Project of the Learning Research and Development Center at the University of Pittsburgh, having previously experimented with beginning reading programs, adapted commercially available materials for use in an individualized elementary school environment. Their activities culminated in The New Primary Grades Reading System (NRS) designed for the first 3 years of reading instrution. Using a code-breaking approach to the linguistic materials, the program permits individual rates of progress through the 16 levels of the program, each of which contains 10 instructional sequences. NRS stimulates the "real-world reading situation" with such materials as workbooks, story books, games, and cassette-recorded lessons which fall into three categories: (1) "prescriptive"--teacher-controlled, (2) "selection"--limited student choice, and (3) "choice"--greater student freedom. (The four sections of the monograph present the rationale, theory, components, and design of NRS, as well as some examples of the decision-making processes of curriculum designers; a bibliography is also included.) (HS)

SE

ED 063 101 24 SE 012 307

Tukey, John W. And Others

National Assessment Report 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community.

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date Apr 71

Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0843, $1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Evaluation, *National Competency Tests, *National Norms, *National Surveys, Science Education, *Sciences, Scientific Attitudes, Scientific Concepts

Identifiers—National Assessment of Educational Progress

This report is part of the National Assessment on what children know and can do in science. The results are reported in terms of percentages of respondents who provide correct responses to specific exercises. Among the interesting results are the following: (1) Males performed better than females, increasingly through the four National Assessment ages; (2) Females did appreciably better than males on exercises involving knowledge of human birth or reproduction; (3) At all four ages, respondents from the Southeast were successful less often than the respondents from the country as a whole; (4) The other three regions were similar to one another in typical performance, with some regional variations; and (5) Individuals living in urban fringe areas scored the highest and those in large cities the lowest. Appendices include: Definitions of Age, Region and Size of Community; National Percentages of Success; Effects for Region, Size of Community, and Sex for the Science Exercises; and Standard Errors for Region, Size-of-Community, and Sex Effects. (BB)

ED 063 102 SE 013 222

Snelling, W. Rodman Boruch, Robert F.

Science in Liberal Arts Colleges. A Longitudinal Study of 49 Selective Colleges.

Pub Date 72

Note—285p.

Available from—Columbia University Press, New York

Document Not Available from EDRS.

Descriptors—*Career Choice, Career Planning, *College Choice, Colleges, *Counselors, Enrollment Influences, Guidance Counseling, *Liberal Arts, *Science Careers, Sciences

This book will provide administrators, educators, and counselors in secondary and higher education environments with significant data on the influences behind a student's decision to choose a particular college. Specifically, it provides descriptions of some temporal and behavioral aspects of the liberal arts science graduates' decisions to enter the sciences and to choose the liberal arts college: when students form vocational judgments about entering the science; at what stage of their education the choice of a specific field is made; and what graduates perceive as major influences determining such choices. Prepared under the auspices of the Research Corporation, the study considers five categories (biology, pre-medicine, chemistry, mathematics, and physics) of graduates from 49 private four-year liberal arts colleges of acknowledged high quality. Data were extracted from responses to a six-page questionnaire completed by 16,395 science majors graduated during 1958-1967. Findings show that nearly half of the science majors responding had decided their major by the time they were in the ninth grade, although the specific science was not usually decided upon until later. Pre-medical students made their decisions the earliest, closely followed by those majoring in physics. (Author/PR)

ED 063 103 SE 013 448

What Educators Can Do About Cigarette Smoking.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No—PH-108-66-170
Pub Date 71
Note—25p.
Available from—NEA Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Activities, *Guides, Health Education, Leadership, *Program Development, *Smoking, Teacher Education, *Teacher Participation

Examples of interesting experiences which have occurred in smoking education programs throughout the country are presented in condensed form to encourage active participation by educators in such programs. These experiences, together with guidelines for creating similar programs, are drawn from a four-year Leadership Development Project on smoking and health education funded by the National Clearinghouse for Smoking and Health and conducted by the American Association for Health, Physical Education and Recreation (AAHPER). The purpose of the project was to develop leadership opportunities at every level of education for individuals responsible for school health programs, to stimulate a higher degree of interdisciplinary and interagency cooperation in the implementation of programs in smoking and health education, and to initiate new programs and improve existing programs in smoking education in schools. Related activities or approaches are enumerated and grouped by chapters: Making a Personal Commitment; Where AAHPER Stands on Smoking and Health; Teacher Training; Organizing a State or Local Conference; Programs Involving Youth in Decision-Making; Getting Commitments From Others; Innovative Programs and New Ideas; Using Local Media to Add Impact; and Where to Turn for Additional Resources. (BL)

ED 063 104 SE 013 492
Organization of Services for the Mentally Retarded, Fifteenth Report of the WHO Expert Committee on Mental Health.
World Health Organization, Geneva (Switzerland).
Report No—WHO-392
Pub Date 68
Note—56p.
Available from—World Health Organization, Distribution and Sales Unit, Geneva, Switzerland; The American Public Health Association, 1740 Broadway, New York, New York 10019
Document Not Available from EDRS.
Descriptors—Committees, International Programs, Mental Health, *Mental Retardation, *Organization, *Services, *Technical Reports
Identifiers—World Health Organization

This report contains the collective views of an international group of experts presented at a World Health Organization (WHO) Expert Committee on Mental Health meeting in Geneva, 1967. Detailed attention was given by the Committee to problems relating to the management and rehabilitation of the severely retarded, the community adjustment of the adult retarded, and the role of socio-economic conditions as causal factors of mild retardation. Views of committee members are recorded under the following topics: (1) mental retardation problems and the changing outlook; (2) criteria, classification and nomenclature; (3) etiology, case-finding and prevention; (4) medical aspects; (5) education and training of mentally retarded children; (6) vocational, social and welfare aspects; (7) development of services; (8) education and training of personnel; (9) educating and informing the public; (10) special problems in developing countries; (11) research; (12) role of international organizations; and (13) recommendations for the organization of services for the mentally retarded. (BL)

ED 063 105 SE 013 493
The Education of Engineers in Environmental Health, Report of a WHO Expert Committee.
World Health Organization, Geneva (Switzerland).
Report No—WHO-376
Pub Date 67
Note—29p.
Available from—World Health Organization, Distribution and Sales Unit, Geneva, Switzerland; Columbia University Press, 136 South Broadway, New York, New York 10533
Document Not Available from EDRS.
Descriptors—Committees, *Educational Development, Educational Programs, *Engineers, Environmental Education, *Environmental Technicians, *Health, International Programs, *Technical Reports
Identifiers—World Health Organization

This report contains the collective views of an international group of experts presented at a meeting of the World Health Organization (WHO) Expert Committee on the Education of Engineers in Environmental Health held in Geneva, 1967. Attention of the Committee focused on environmental health in terms of the relationship between man and the physical, chemical, and biological factors of his environment. Environmental health engineering was defined as the application of engineering principles to the control, modification, or adaptation of the physical, chemical, and biological factors of the environment in the interest of man's health, comfort, and social well-being. In this context, views of committee members are recorded under the following topics: (1) The Changing Scope of Environmental Health, (2) Education and Training, (3) Impact of Research on Education, (4) Establishment of Educational Programs (general, academic staff, equipment and library requirements, cost of programs, regional programs, and recruitment), (5) Opportunities in Environmental Health Engineering, and (6) Recommendations for Development of Educational Programs. (BL)

ED 063 106 SE 013 494
National Environmental Health Programmes: Their Planning, Organization, and Administration. Report of a WHO Expert Committee.
World Health Organization, Geneva (Switzerland).
Report No—WHO-439
Pub Date 70
Note—56p.
Available from—World Health Organization, Distribution and Sales Unit, Geneva, Switzerland; The American Public Health Association, 1740 Broadway, New York, New York 10019
Document Not Available from EDRS.
Descriptors—*Environment, *Health Programs, *National Programs, Organization, Problem Solving, Program Administration, Program Planning, *Technical Reports
Identifiers—World Health Organization

This report contains the collective views of an international group of experts presented at a meeting of the World Health Organization (WHO) Expert Committee on the Planning, Organization, and Administration of National Environmental Health Programmes held in Geneva, 1969. Attention of the Committee focused on environmental health as the ecological balance that must exist between man and his environment in order to ensure his well-being; this well-being concerns the whole man, not only his physical health but also his mental health and the optimum social relations within his environment. Views of committee members are recorded under the following topics: (1) Present Trends in Environmental Health (its scope, needs, impact of science and technology), (2) Planning (identification and definition of problems, establishing objectives, policy formation, relationship to national health and socio-economic planning, setting priorities, manpower/training/material resources, financing, legislation), (3) Organization and Administration (technical and administrative relationships, program implementation), (4) International Collaboration (common problems, education, research, information exchange, role of international organizations), (5) Technical Needs and Problems Requiring Future Action (arousing interest, surveys, education and training, research, advisory services), and (6) Summary and Recommendations. (BL)

ED 063 107 SE 013 508
Report of the United Nations Interregional Seminar on the Employment, Development and Role of Scientists and Technical Personnel in the Public Service of Developing Countries, Volume III: Technical Papers.
United Nations, New York, N.Y. Dept. of Economic and Social Affairs.
Report No—ST-TAO-M-48-Add2
Pub Date 71
Note—154p.
Available from—United Nations, Sales Section, New York, New York (No.: E.70.II.H.6, $3.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Developing Nations, Foreign Countries, Government Employees, Human Resources, International Programs, *Manpower Utilization, *Scientists, *Technical Assistance
Identifiers—*United Nations

This collection of papers is the third of three volumes presenting the proceedings of the United Nations Interregional Seminar on the Employment, Development and Role of Scientists and Technical Personnel in the Public Service of Developing Countries (Volume I, Report of the Seminar; Volume II, Country Papers; and Volume III, Technical Papers). Contained in this volume are these eight papers: (1) Career Planning and Career Development of Scientific and Technical Personnel, Including Improvement of Their Managerial Skills; (2) Role of Scientific and Technical Personnel in National Development, Within the Framework of the Public Sector; (3) National Science Policies Affecting Career Status and Working Conditions of Scientific and Technical Personnel in the Public Sector; (4) Policies and Programmes to Increase and Improve Motivation, Creativeness, Leadership and Other Factors Basic to Effective Performance of Scientific and Technical Personnel in the Public Sector; (5) Development and Administration of Public Personnel Systems to Ensure Maximum Effectiveness in the Recruitment, Orientation, Placement, Promotion, Retention and Remuneration of Scientific and Technical Personnel; (6) Improvement of Management in National Civil Service Systems Having Significant Numbers of Scientific and Technical Personnel; (7) Some Major Issues in Role, Employment and Development of Scientific and Technical Personnel in Public Service; and (8) Health Manpower Planning. (PR)

ED 063 108 SE 013 509
International Directory of Facilities for Education and Training in Basic Subjects Related to the Peaceful Uses of Outer Space.
United Nations, New York, N.Y.
Report No—A-AC-105-41
Pub Date 68
Note—109p.
Available from—United Nations, Sales Section, New York, New York (No.: E.68.I.4, $2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aerospace Education, Aerospace Technology, Astronomy, Communications, *Foreign Countries, *International Programs, Meteorology, Program Descriptions, *Space Sciences
Identifiers—*United Nations

International facilities are described in the first section of this directory on the facilities for education and training in basic subjects related to the peaceful uses of outer space. Entries are organized into these categories: organizations of the United Nations system; intergovernmental agencies; international agencies; international foundations and trust; and research establishments. A section for each country follows with these categories utilized where possible: national and state academies; government departments and official agencies; learned societies, professional institutions and other associations; foundations and trusts; government or official research establishments; industrial or commercial research organizations; and universities and colleges. Peaceful uses of outer space include scientific investigation, communication, meteorology, navigation, and directly allied subjects, with other basic subjects brought in where they seem important. (PR)

ED 063 109 SE 013 522
Davis, Millard C.
How to Read the Natural Landscape in Forests and Fields.
National Science Teachers Association, Washington, D.C.
Pub Date 71
Note—12p.
Available from—NSTA, 1201 16th Street NW, Washington, D.C. 20036 (Stock No. 471-14618, $0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Earth Science, *Ecology, Elementary School Science, *Environmental Education, *Outdoor Education, *Plant Science, Resource Materials, Science Activities, *Trees
Identifiers—National Science Teachers Association

This booklet is one in a series of instructional aids designed for use by elementary and secondary school science teachers. First, the original natural scene of the eastern portion of the United States is described, from the Atlantic Coast to the Mississippi River, as it probably was before European man invaded in great numbers. How local conditions affect plant and animal species and how variances in these species can be used to indicate subtle aspects of local environmental conditions are considered next. Finally, practical examples are presented as exercises in reading the landscape and in seeing a whole view by carefully using a few parts. (Author/PR)

ED 063 110 SE 013 523
Sulcoski, John W.
How to Handle Radioisotopes Safely.
National Science Teachers Association, Washington, D.C.
Pub Date 71
Note—12p.
Available from—NSTA, 1201 16th Street NW, Washington, D.C. 20036 (Stock No. 471-14616, $1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Accident Prevention, *Laboratory Safety, *Laboratory Techniques, Nuclear Physics, Radiation, *Radioisotopes, Resource Materials, *Safety, *Secondary School Science
Identifiers—National Science Teachers Association
This booklet is one in a series of instructional aids designed for use by elementary and secondary school science teachers. The various units and forms of radioactive materials used by teachers are first considered. Then, the quantities of radioisotopes that a person may possess without a license from the Atomic Energy Commission (AEC) are discussed, including a list of radioisotopes and allowable quantities. Procedure for applying to the AEC for a license to possess greater quantities is reviewed. Safety guidelines for instructors and students are considered, including safety in dispensing radioisotopes in the laboratory, laboratory precautions, decontamination, storage of radioactive materials, and waste disposal. (PR)

ED 063 111 SE 013 524
Boyer, Robert E.
How to Study the Earth From Space.
National Science Teachers Association, Washington, D.C.
Pub Date 71
Note—12p.
Available from—NSTA, 1201 16th Street NW, Washington, D.C. 20036 (Stock No. 471-14624, $0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Aerospace Education, Aerospace Technology, *Earth Science, Environment, *Environmental Education, Environmental Research, *Natural Resources, *Photography, Pollution, Resource Materials
Identifiers—National Science Teachers Association
This booklet is one in a series of instructional aids designed for use by elementary and secondary school science teachers. It reviews how the various forms of remote sensing can provide invaluable knowledge about the earth as the need for environmental information continues to increase. Remote sensing involves space photography, infrared imagery, and radar imagery, all of which are discussed and represented by example photographs made by these techniques. Nearly 60 uses of remote sensing are listed, including the detection of plant disease, weather studies and predictions, detection of air pollution, water pollution, thermal pollution, and the locating of water and energy resources. An annotated list of resource materials is provided. (PR)

ED 063 112 SE 013 526
List of Acquisitions (No. 26, Books and Monographs; No. 7, Papers and Reprints; No. 7, Area Files, Scanning Sheet).
North Carolina Univ., Chapel Hill. Carolina Population Center.
Pub Date Jan 72
Note—44p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Bibliographies, Contraception, *Demography, *Family Planning, Library Acquisition, Literature, Periodicals, Population Trends, *Reference Materials, *Social Sciences
Acquisitions of the Carolina Population Center Library, University of North Carolina, Chapel Hill, North Carolina, are indexed in this bibliographic source covering the period September, 1971 to January, 1972. Topics deal with birth control and contraception, demography, family planning, health population factors, social welfare, and related subjects. Section 1 is a list of books, monographs, general research reports, and conference proceedings arranged by subject. Section 2 is an author listing of articles, papers, and reprints recently added to the Library's reprint files. Section 3 is a catalog of area files, inventorying a variety of materials specific to foreign countries. Section 4 is a "scanning sheet" or monthly index of selected articles appearing in periodicals received by the Library. Subject terms, used in indexing all library acquisitions, are noted for each entry. [Not available in hardcopy due to marginal legibility of original document.] (BL)

ED 063 113 SE 013 536
National Nutrition Education Clearing House Reference List, Secondary Teaching Materials and Teacher References.
National Nutrition Education Clearing House, Berkeley, Calif.
Pub Date Apr 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Bibliographic Citations, *Bibliographies, Health Education, *Instructional Materials, *Nutrition, Reference Materials, *Secondary Grades
A reference list of teaching materials and teacher guides in the field of nutrition is compiled in this pamphlet. Primary emphasis is on resources for secondary grades. The section on teaching materials includes books, pamphlets, leaflets, posters, charts, transparencies, ditto masters, kits, games, films, filmstrips, records, TV videotapes, and programmed units. Teacher references are primarily pamphlets available from state cooperative extension services, state universities, and state education departments. Each entry enumerates the author, title, source or publisher and address, date, physical description of the item, cost, and key words indicating basic content. Over 100 items are cited. (BL)

ED 063 114 SE 013 537
National Nutrition Education Clearing House Reference List, General Teacher References.
National Nutrition Education Clearing House, Berkeley, Calif.
Pub Date Mar 72
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Bibliographic Citations, *Bibliographies, Health Education, Instructional Materials, *Nutrition, *Reference Materials, Secondary Grades
References applicable to both elementary and secondary levels, as well as background information of importance to teachers in the field of nutrition and nutrition education, are included in this bibliography. Although not a comprehensive list, resources include books, pamphlets, curriculum guides, bibliographies, newsletters, article reprints, and filmstrips. Each entry enumerates the author, title, source or publisher and address, date, physical description of the item, cost, and key words indicating basic content. Over 50 items are cited. (BL)

ED 063 115 SE 013 541
Science for Society Education Review, Volume 2 Number 1, March 1972.
American Association for the Advancement of Science, Washington, D.C.
Pub Date Mar 72
Note—8p.
Available from—AAAS, 1515 Massachusetts Avenue NW, Washington, D.C. 20005
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, Course Descriptions, *Environmental Education, *Instructional Innovation, Newsletters, Programed Units, Science Education, *Secondary School Science, Social Factors, Summer Institutes
Identifiers—*Instruction Modules
Three categories of information are presented in this issue of "Science for Society: Education Review," published by the Commission on Science Education of the American Association for the Advancement of Science. First, as examples of promising innovations in science teaching, there are brief reviews of a secondary school course, Science for Society; and a college course, Biology: a Humanities Approach; and three catalog-type descriptions of new college-level courses. A number of 1972 National Science Foundation (NSF) summer institutes on environmental or science-society topics are announced. The remainder of this issue is concerned with a listing of modules of instructional materials. An annotated bibliography of representative modules is presented. (Author/PR)

ED 063 116 SE 013 564
Dossey, John A. Henderson, Kenneth B.
The Relative Effectiveness of Four Strategies for Teaching Disjunctive Concepts in Mathematics.
Pub Date [72]
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Geometric Concepts, *Instruction, Logic, *Mathematics, *Research, *Teacher Education
Programmed materials presenting twelve mathematical concepts were developed to investigate disjunctive concept learning relative to four teaching strategies involving characterization and exemplification (CEC, EC, CE, ECE). Prospective elementary teachers in an undergraduate mathematics course were randomly assigned to one of eight treatment programs after stratification according to mental ability. Achievement tests designed to test concept attainment at the levels of Knowledge and Comprehension (Level 1), Application (Level 2), and Analysis, Synthesis, and Evaluation (Level 3) yielded the following results: (1) upper ability groups did significantly better than low ability groups; and (2) exemplar moves were more effective than non-exemplar moves for Level 1 performance, but the CEC strategy was better than ECE for Levels 2 and 3. No meaningful interactions were found. (Author/JG)

ED 063 117 SE 013 583
Moore, Richard W.
The Development, Field Test and Validation of Scales to Assess Teachers' Attitudes Toward Teaching Elementary School Science.
Pub Date Apr 72
Note—19p.; Paper presented at the National Association for Research in Science Teaching, April 1972, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Educational Research, *Elementary School Science, Evaluation, *Teacher Attitudes, Teacher Education, *Teacher Evaluation
The project described in this report is an attempt to develop scales to assess teachers' attitudes toward teaching elementary school science. The instrument produced, Science Teaching Attitude Scales, consists of six scales, each of which has a statement of the attitude to be assessed and five statements to determine the extent to which the respondent accepts or rejects the particular attitude. With each statement there are four response choices: agree strongly, agree mildly, disagree mildly, and disagree strongly. Construct validity of the instrument was established by a field test with 31 elementary school teachers using a type of time series design. The scales were administered to the participants in the spring of 1971 as a pre-pretest, at the start of a four-week summer session on Science Curriculum Improvement Study (SCIS) materials, and at the end of the summer session as a posttest. Results showed no significant difference between the pre-pretest and pretest total scores. There was a significant increase from pretest to posttest on the total scores, which is interpreted as evidence for construct validity of the scales. (PR)

ED 063 118 SE 013 612
Science Education News, April 1972, Nontraditional Learning.
American Association for the Advancement of Science, Washington, D.C.
Pub Date Apr 72
Note—10p.
Available from—AAAS, 1515 Massachusetts Avenue, NW, Washington, D.C. 20005

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accreditation (Institutions), *College Programs, *Educational Innovation, Educational Trends, *Experimental Colleges, *Individualized Instruction, Innovation, *Instructional Innovation, Program Descriptions, Science Education

This issue of "Science Education News" is concerned with nontraditional approaches to college-level education. Recent trends and new programs representing examples of innovative learning are presented by these six articles: The Prospects for Nontraditional Study; Accreditation of Nontraditional Study Programs; New York Regents External Degree; The British Open University; Minnesota Metropolitan State College; and The University Without Walls. As a supplement to the descriptions of 13 science teaching societies contained in the December, 1971 issue (SE 013 143), the current issue reports on two additional organizations: National Council for Geographic Education and Associated Organization for Teacher Education. An annotated list of recent publications with six entries is included. (PR)

ED 063 119 SE 013 615
EPA Citizens' Bulletin.
Environmental Protection Agency, Washington, D. C.
Pub Date Mar 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Programs (Community), Activities, Case Studies, *Citizen Participation, *Community Action, Ecology, *Environment, *Group Dynamics, Social Action

A kaleidoscope of how citizens in the United States have been answering the question, "What can the average citizen do to protect and enhance the environment?" is presented in this bulletin. Voluntary citizen organizations, environmental organizations, interested individuals, and educational groups are pictured as having combined to fulfill a watchdog role, exerting pro-environmental influence on public opinions, the press, industry, and the government. The scope and impact of their influence is demonstrated by several examples of their undertakings. In addition, the role of private citizens in the environmental quality movement in three American cities (Pittsburgh, San Francisco, Chicago) is described in more detail. It is concluded that citizen activities are an outgrowth of rising public awareness and understanding of environmental problems and of public frustration with the pace at which government and industry have moved to solve these problems. Working within established systems, citizen action groups have helped to focus public opinion on the environment. This case study was prepared by the U. S. Environmental Protection Agency for submission by the government of the United States of America in response to an invitation from the Secretary-General of the United Nations Conference on the Human Environment. (BL)

ED 063 120 SE 013 644
Authorized Course of Instruction for the Quinmester Program. Science: The World of Animals, Animal Life, Four Legged and Otherwise.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, Ecology, *Instruction, *Objectives, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—Quinmester Program

This instructional package contains three animal life units developed for the Dade County Florida Quinmester Program. "The World of Animals" is a survey course of the animal kingdom (excluding man) and involves the students in many laboratory investigations and group activities. Typical animals of South Florida and unusual animals of the world are studied. "Animal Life" includes recognition and characteristics of harmful and beneficial animals, natural communities, and energy relationships. "Four Legged and Otherwise" is an elementary course in general zoology with emphasis on the economic value of the fauna of South Florida, ecological relationships, and the effects of pollution. Each booklet includes performance objectives for the unit, lists state-adopted texts, provides a synoptic summary of the course content, suggests activities and projects, indicates audio-visual materials available in the county and from other sources, and recommends reference books. Each booklet contains a chart relating each suggested activity to specific performance objectives. (CP)

ED 063 121 SE 013 645
Authorized Course of Instruction for the Quinmester Program. Science: The Green Plant, Plant Life in the Backyard.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Botany, Instruction, *Objectives, Plant Science, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—Quinmester Program

This instructional package contains two plant life units developed for the Dade County Florida Quinmester Program. "Plant Life in the Backyard" introduces the student to the more familiar plants in South Florida. Emphasis is placed on the economic value of local plants, plant propagation, and photosynthesis. "The Green Plant" is an introduction to the anatomical, morphological, physiological and biochemical concepts applicable to a green plant. Each booklet includes performance objectives for the unit, lists state-adopted texts, provides a synoptic summary of the course content, suggests activities and projects, indicates audio-visual materials available in the county and from other sources, and recommends reference books. Each booklet contains a chart relating each suggested activity to specific performance objectives. (CP)

ED 063 122 SE 013 646
Authorized Course of Instruction for the Quinmester Program. Science: Cell Biology, Introduction to Life Science.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, *Cytology, *Instruction, *Objectives, Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—Quinmester Program

This instructional package contains two biological units developed for the Dade County Florida Quinmester Program. "Introduction to Life Sciences" develops student understandings of cell structure and function, and compares different levels of cellular organization. "Cell Biology" investigates the origin of modern cellular theories and controversies, and the molecular approach to cell reproduction and metabolism. Each booklet includes performance objectives for the unit, lists state-adopted texts, provides a synoptic summary of the course content, suggests activities and projects, indicates audio-visual materials available in the county and from other sources, and recommends reference books. Each booklet contains a chart relating each suggested activity to specific performance objectives. (CP)

ED 063 123 SE 013 648
Burns, James A.
Mathematics: Measurement Lab.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Instruction, Instructional Materials, *Laboratories, Mathematical Applications, Mathematics Education, *Measurement, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program

This course is a laboratory approach to linear measurement, perimeter, circumference, area of square and rectangle, volume of rectangular solids, and fluid measurement. Applications include use of ruler, meter stick, thermometer, beaker, air gauge, geometric solids, and geoboards. After lists of overall goals, overall strategies, specific performance objectives, and scope, the guide gives suggested strategies, materials, and references for twelve units. Also included are sample test items and an annotated bibliography of state-adopted and other textbooks. (MM)

ED 063 124 SE 013 649
Cuevas, Gilberto J. Golden, Edward I.
Mathematics: Whole Number Action.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arithmetic, Curriculum, Instruction, Instructional Materials, Laboratories, Mathematical Applications, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—*Quinmester Program

Described is a basic course in whole numbers involving a laboratory approach with emphasis on applications, designed for the student whose arithmetic skills need reinforcing. After lists of overall goals, scope, and performance objectives, the guide gives suggested strategies, materials, and references for 41 topics arranged under seven headings. Also included is a sample test and a bibliography of state-adopted and other textbooks. (MM)

ED 063 125 SE 013 656
Scottish Schools Science Equipment Research Centre.
Report No—Bull-54
Pub Date Mar 72
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Bulletins, Chemistry, *Laboratory Equipment, Laboratory Safety, *Laboratory Techniques, Newsletters, Physics, *Secondary School Science
Identifiers—Scotland

This newsletter is composed of brief notes in the various areas of science. Biology Notes include hazards of tasting Phenylthiocarbamide in laboratory experiments, the use of Albustic and Clinistix test papers for protein and glucose determinations, the measurement of the respiratory quotient, and the construction of a simple respirometer. Physics Notes include the description of apparatus to vary the potential difference with capacitance at constant charge and a simple apparatus to test the performance of transistors. A Chemistry Note is given on the use of a commercial gas chromatograph. A series of very short announcements concerning the availability of commercial materials and equipment is included under the title Trade News. The construction of a simple harmonic motion circle of reference demonstrator is described. A short address list of commercial sources of equipment concludes the bulletin. (TS)

ED 063 126 SE 013 660
Alden, John D.
Salaries of Engineering Technicians, 1971.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date Jan 72
Note—81p.
Available from—Engineering Manpower Commission, Engineers Joint Council, 345 East 47 Street, New York, New York 10017 ($5.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Engineering, *Engineering Technicians, National Surveys, Occupational Surveys, *Salaries, *Surveys, *Technical Occupations

This survey is the third in a series of studies of the salaries of engineering technicians conducted by the Engineering Manpower Commission of the Engineers Joint Council. The basic format for the salary presentations is maturity curves in which salary appears as a function of years of experience. Median salaries of all engineering technicians in 1966, 1969, and 1971, as well as a distribution by level of formal education for the respondents in 1971, are included. The distribution of the sample of 759 different establishments employing 71,773 technicians is presented by area of employment. General salary curves for engineering technicians, graduate technicians (Associate degree), graduate technologists (Bachelor's degree), and nongraduate technicians are given for the entire United States and also by four geographic regions of the United States. Industry group curves are included for 20 different employment groups. Curves are presented for small, medium and large industrial establishments and for federal, state and local government as well as educational employers. (TS)

ED 063 127 SE 013 667

Griggs, Joe

A Brief Summation of Statistically Significant Findings of Some of the Research Studies Involving the "Causal" Approach to Preventive Mental Health in the Classroom.

Educational Research Council of America, Cleveland, Ohio.

Pub Date 71

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior, *Data, *Educational Methods, Elementary Education, Health Education, *Mental Health, *Prevention, Psychology, *Research, Secondary Education

Seven findings, statistically significant, are summarized in order to substantiate with empirical data the need for introducing the "causal" approach to preventive mental health as an integrated part of the curriculum, beginning at the kindergarten level and continuing through senior high school level. Sources of data are cited for findings which deal with the application of understandings, development of an analytical approach, authoritarianism and responsibility assumption, punitiveness and misbehavior, anxiety and insecurity, and peer acceptance and self concept. To endorse this approach, the Committee on Preventive Psychiatry of the Group for the Advancement of Psychiatry has listed six points advocating the use of the causal approach and materials, as developed by Dr. Ralph H. Ojemann and his associates. (BL)

ED 063 128 SE 013 670

IEEE Standard Dictionary of Electrical and Electronics Terms.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.

Report No—IEEE-Std-100-1972

Pub Date 72

Note—716p.

Available from—John Wiley & Sons, 605 Third Avenue, New York, New York 10016 ($19.95)

Document Not Available from EDRS.

Descriptors—*Dictionaries, *Electricity, *Electronics, *Physics, *Reference Books, Reference Materials

This dictionary, prepared by the Institute of Electrical and Electronics Engineers, Inc. (IEEE), defines 13,000 technical words from every area of electrical and electronics engineering. The dictionary contains hundreds of new terms as well as revisions of earlier ones. Each definition is an official standard of IEEE. The definitions are arranged alphabetically and are supplemented by such helpful information as preferred usage, variations in meaning among specialities, cross-indexing in related words, and code numbers which identify the source of the definition and the field in which it originated. In addition, many definitions contain explanatory notes which pinpoint specific problems or applications. American usage is stressed, although recommendations of the International Electrotechnical Commission have been adopted in many cases. (Author/TS)

ED 063 129 SE 013 671

Ognibene, Gerald L.

Referral Resource Directory of Counseling, Rehabilitation & Treatment Services for Individuals with Drug-Related Concerns.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.

Pub Date Dec 71

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agencies, *Consultation Programs, *Directories, *Drug Addiction, Drug Education, Information Sources, Reference Materials, *Referral, Resources, *Services

Identifiers—Ohio

This referral resource directory represents a joint effort by the Division of Guidance and Testing and the Division of Drug Education, Ohio Department of Education. It is intended primarily for use by school counselors and other school personnel who are aware of the referral needs of youth. A subsequent goal is to foster increased coordination and exchange of information about services provided among the various agencies. Not all agencies listed are specifically drug related; however, many are included because of their counseling services and their concern for the behavior and development of individuals. One hundred forty-four programs/agencies providing counseling, rehabilitation, and treatment services are catalogued. Each entry includes agency name, address, telephone number, contact person, services provided, geographic limitations, age limitations, fees, and special referral procedures. Appended are a description of the Ohio Development Drug Education Project and the Division of Drug Education; a bibliography of books and documents available from the local or state library; sources of additional information; and an information chart of various drugs. (BL)

ED 063 130 SE 013 674

Radel, David

An Inventory of International Clearing House Services in Population/Family Planning With Special Reference to Audio-Visual Aids and Educational Materials.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Sep 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Family Planning, Information Science, *Information Services, Information Sources, *International Organizations, International Programs, *Population Education, *Resource Centers

This paper provides an inventory and summary of current and planned international information clearing house services in the field of population/family planning, worldwide. Special emphasis is placed on services relating to audio-visual aids, educational materials, and information/education/communication support, as these items and activities have the function of enabling concerned individuals, agencies, and country programs to keep informed of key developments in the world population movement. Sixteen selected agencies are reviewed in narrative and chart form together with an explanation of the eight major categories of services they can provide. These include: (1) storage and retrieval of sample or prototype education and training materials, (2) storage and retrieval of research and consulting reports and other "fugitive literature," (3) information services for population/family planning professionals, (4) staff information services, (5) information services for general public, elites, and professionals outside of population/family planning, (6) translation services, (7) storing and cataloging of holdings referring user to original sources, and (8) grants to other agencies for any of these services. Future services, both necessary and desirable, as well as the directions clearing houses should take regarding the scope of information resources are also elaborated. (BL)

ED 063 131 SE 013 677

Corfman, Philip A.

Population Research. Inventory of Population Research Supported by Federal Agencies, Fiscal Year 1971.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—NIH-72-133

Pub Date 72

Note—93p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agencies, Contraception, *Demography, *Directories, *Federal Aid, Population Trends, *Projects, Reference Materials, Reproduction (Biology), *Research, Social Sciences, Statistical Data

The Interagency Committee on Population Research has prepared this inventory in response to its functional goals of facilitating the exchange of information and coordinating the efforts of various Federal agencies concerned with research related to human population problems. Scope of the inventory encompasses a broad spectrum of research in the biological, medical, social, and behavioral sciences. The information it provides should prove valuable to those working in the population field by identifying the types of research supported by Federal agencies and by assisting in the identification of areas needing expanded efforts to help solve the population problems. Over 700 projects are classified by research area and grouped under the following major headings: (1) Reproductive Processes and Contraceptive Development, (2) Fertility Regulation Techniques Presently in Use, (3) Animal Behavior and Ecology, (4) Social and Behavioral Sciences, and (5) Population Centers and Multidisciplinary Biomedical-Behavioral Programs. Citations provide: title of project, principal investigator, grantee agency and subdivision, funding mechanism, FY 1971 funds, project period, and total project funds. An alphabetical index of investigators, keyed to projects described, is appended. This updated report for FY 1971 is the third in a series of such inventories. (BL)

ED 063 132 SE 013 682

Zarembinski, Clem

Population Control, Myth or Fact as a National Goal.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date 12 Apr 71

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abortions, *Data, *Demography, Population Education, *Population Growth, Population Trends, Social Sciences, *Socioeconomic Influences

Evidence presented in this paper substantiates the position that: (1) the United States is pursuing a national goal and foreign policy of population control; and (2) a conflict about this goal could arise within the minds of many people. To support these two facts, the author has outlined statements giving an overview about the profusion of population control literature and the moral problems of control methods, particularly abortion. A mathematically-oriented point of view regarding demographic aspects considers man's future prospects in the world, the ultimate capacity of the earth, and the lack of controversy over population control. The history and recent legislation of the population control movement are also outlined, as well as comments by Robert S. McNamara on population control and its myths. Citations and a bibliography are included. (BL)

ED 063 133 SE 013 683

Directory of IEC Assistance. Sources and Types of Aid Available for the Information, Education, Communication Components of Population/Family Planning Programs.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Feb 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Developing Nations, *Directories, Education, *Family Planning, Financial Support, Information Science, *National Organizations, *Population Education, Programs, Services, Telecommunication

This directory is intended as a source of information on the types and sources of assistance available to support the information, education, communication (IEC) components of population/family planning programs in developing countries. Forty international agencies are identified as involved in supporting the IEC components of population/family planning programs. The directory is organized into two major divisions. The first gives interregional or headquarter offices of all applicable agencies; these are divided into three categories: multilateral, bilateral, and private. The second major division lists all regional, sub-regional, and country offices of these agencies, as well as several agencies that are only regional in scope. This division has sections devoted to four of the basic geographical regions of the developing world: Africa, Asia, Latin America and the Caribbean, and Oceania. Nine basic types of IEC related assistance are identified and listed next to the agency name with code letters. These are: advisors/consultants, broad spectrum projects, equipment, fellowships, materials, program personnel, research/evaluation, seminars/workshops for population awareness, and training programs. Addresses are provided for each agency, giving, where appropriate, those for the headquarters, regional, and country offices. (BL)

ED 063 134 SE 013 689

Information, Education, Communication in Population.

Hawaii Univ., Honolulu. East-West Center.

Pub Date 71

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agency Role, Education, *Family Planning, *Financial Support, Information Science, National Organizations, *Population Education, *Program Descriptions, Services, Telecommunication

Identifiers—Sweden

Programs and services of the Swedish International Development Authority (SIDA) are reviewed in this report on resources available for

the support of population information, education, and communication activities. Four major sections describe in concise, outline form: (1) the agency and its programs, (2) the specific program in population/family planning, (3) the program of information, education, and communication for population/family planning during fiscal years 67/68 - 69/70, and (4) current and proposed activities in population/family planning for information, education, and communication. Appendices offer charts and lists for further information relating to SIDA's organization, activities, and financial support. This report is one of the first of some 25 comparable "agency reports" being prepared by the East-West Communication Institute's Inventory and Analysis Project. Its purpose is to facilitate the exchange of information between programs needing support and donor agencies with resources to offer. (BL)

ED 063 135 SE 013 692

Vacant Lot Studies, An Environmental Investigation.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency—National Wildlife Federation, Washington, D. C.

Pub Date 71

Note—21p.

Available from—National Wildlife Federation, 1412 Sixteenth Street NW, Washington, D.C. 20036 (Order No. 79016, $1.50)

Document Not Available from EDRS.

Descriptors—*Ecology, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Outdoor Education, *Teaching Guides, Unit Plan, *Urban Environment

New views of the city, together with new approaches for seeing the city in a positive way (not for what it lacks but rather for what it offers as an outdoor classroom), are supplied in this teacher's guide for grades five through nine. The interdisciplinary unit gives the city child an opportunity to understand ecology without ignoring the apparent influence of man. The suggested activities are intended to help instill this feeling for ecology by involving the children with the study of their own immediate environment. Activities deal with litter on the lot; visitors to the lot as determined by burrows, droppings, tracks and food; plant types as indicated by plant keys; and how the vacant lot affects the community. To complete these activities it is suggested that students have a working knowledge of grid mapping. Preliminary activities on grid systems, map drawing, and grid games are furnished in the back of the booklet for this purpose. Descriptions of objectives and methods, lists of required simple materials, and sample questionnaires and data sheets combine to make this a complete unit for the teacher to use with a minimum of preparation. (BL)

ED 063 136 SE 013 693

The Rise and Fall of a Yeast Community, An Environmental Investigation into the Dynamics of Population Growth.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency—National Wildlife Federation, Washington, D. C.

Pub Date 72

Note—21p.

Available from—National Wildlife Federation, 1412 Sixteenth Street NW, Washington, D.C. 20036 (Order No. 79114, $1.00)

Document Not Available from EDRS.

Descriptors—*Environmental Education, Instructional Materials, Interdisciplinary Approach, *Investigations, Learning Activities, Mathematical Applications, *Population Growth, *Secondary Grades, *Teaching Guides, Unit Plan

In this unit students study populations by observing some of the activities that go on in one particular population. Specifically, yeast plants are examined and some of the effects which various environmental factors have on yeast plant populations are investigated. A population curve is developed showing how easily it is affected by the environment. Suggested activities involve the recognition of a yeast cell, finding evidence that it is living, determining its size, building instruments for measuring volume, dilution experiments, and step-by-step investigations of the growth and death of a yeast population. Graphing, using fractions, estimating numbers, and drawing conclusions by sampling are undertaken in the activities. Investigation cards provided at the back of the teaching guide for grades six through twelve give more suggestions for investigations designed to help students use the tools of exploration learned in the unit and enrich their understanding of population and growth curves. Descriptions of objectives and methods, lists of required simple materials, games, and graphs and charts combine to make this a complete unit for the teacher to use with a minimum of preparation. (BL)

ED 063 137 SE 013 694

Wind, An Environmental Investigation.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency—National Wildlife Federation, Washington, D. C.

Pub Date 71

Note—19p.

Available from—National Wildlife Federation, 1412 Sixteenth Street NW, Washington, D.C. 20036 (Order No. 79043, $1.50)

Document Not Available from EDRS.

Descriptors—*Earth Science, *Elementary Grades, *Environmental Education, Instructional Materials, *Investigations, Learning Activities, Meteorology, *Teaching Guides, Unit Plan

An environmental investigation into how wind behaves is formulated in this unit for grades three through six. The thrust is to get students more aware of the environment in which they live, seeing how their lives are intertwined with all the elements. Specifically, knowing how the wind behaves may lead to a better understanding of how to behave while living with it. Activities are designed to provide a head start on solving some of the problems of living in the environment. It is asserted that if children can do fun things related to a large problem, they may become interested enough to continue learning about it. Thus, numerous games, both indoor and outdoor, introduce the unit followed by activities and investigations which measure the wind by gauges, show the effect of obstacles on the wind, map wind measurements, and explore winds beyond the schoolyard by use of balloons. Fifteen additional investigations for individuals to conduct out-of-class are explained in the back of the guide. Descriptions of objectives and methods, lists of required simple materials, and patterns for wind gauges combine to make this a complete unit for the teacher to use with a minimum of preparation. (BL)

ED 063 138 SE 013 698

Nelson, Carnot E.

Scientific Communication in Educational Research.

Pub Date Apr 72

Note—40p.; Paper presented at the Annual AERA Meeting, Chicago, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, *Educational Research, *Educational Researchers, *Information Dissemination, Information Utilization, Publications, Research, Research Utilization, *Scholarly Journals, Use Studies

This study focused on the production, dissemination, and assimilation of material published in the major journals on educational research--four "core" journals and three "tangential." Two questionnaires were used: one sent to the authors of all articles published in 1968 and 1969, and the second to the persons whom these authors cited as working in the same field. Analysis of the returns gave the information reported here, covering: (1) the background characteristics of the authors; (2) the average schedule for research work, report writing, article publication, and article citation in other journals; (3) the scope and effect of pre-publication reports; (4) rates of rejection and revision of manuscripts; and (5) the usefulness of the articles to known and unknown co-workers. The author makes several recommendations concerned with making the dissemination process quicker and more effective. (MM)

ED 063 139 SE 013 699

Uprichard, A. Edward Wilson, John W.

The Rationale and Description of the F. U. N. (Fundamentals Underlying Number) Program.

Pub Date 72

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum, *Educational Games, *Elementary School Mathematics, *Instruction, *Kindergarten, Manipulative Materials, *Mathematics Education, Sequential Learning, Set Theory

This paper outlines the rationale of the Fundamentals Underlying Number (F. U. N.) program, and describes Unit I, which is primarily intended for nursery and kindergarten children. This unit develops concepts for sets, numbers, and relations. Each major concept is broken into finely sequenced levels, and at each level instruction is through two basic games: "Find It" (the child identifies an example of the concept) and "Make It" (the child constructs an example of the concept). Procedures for playing these games, the special materials used, the concepts covered, and the spiraling of the sequence are all illustrated in this paper. (MM)

ED 063 140 SE 013 711

Norris, Eleanor L. Bowes, John E.

National Assessment of Educational Progress, Mathematics Objectives.

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Pub Date 70

Note—41p.

Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, Elementary School Mathematics, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics

Identifiers—*National Assessment of Educational Progress

After a brief summary of their development, the mathematics objectives of the National Assessment of Educational Progress are classified under three dimensions: (1) The Use of Mathematics dimension has three levels: social, technical, and academic. Within each level, a hierarchy of subject matter and skills from easy (90 percent correct) to very hard (10 percent correct) is projected; (2) The Content domain includes all mathematics currently taught in the elementary and secondary schools of the nation, up to but not including the calculus. This content is listed under 17 main headings; and (3) The Objectives or Abilities dimension has six levels: recall, manipulation, understanding concepts, solving problems, open-ended applications, and appreciation of mathematics. The general nature of the tasks within each level is described, and the specific topics for each age (9, 13, 17, and adult) are listed; but no illustrative test items are included. (MM)

ED 063 141 SE 013 720

David, Henry P. Wright, Nicholas H.

Studies in Family Planning, Volume 2 Number 10.

Population Council, New York, N.Y.

Pub Date Oct 71

Note—19p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abortions, Behavioral Science Research, Demography, *Family Planning, *Foreign Countries, *Legislation, *Reports, Social Sciences, Social Welfare, *Statistical Data

Identifiers—Romania, Sierra Leone

Changes in abortion legislation in Romania, together with the effects of restrictive legislation, are summarized in "Abortion Legislation: The Romanian Experience," the first of two articles in this monthly publication of The Population Council. Romania legalized abortion on request in September, 1957. Nine years later, October, 1966, the right to abortion was severely restricted, while other legal measures with pronatalist intent were introduced. Speculating upon the utility of this legislation in attempting to influence human fertility behavior, it is shown that well-established behavioral patterns of fertility control are resistant to significantly prolonged change by governmental edict alone. The second article, "Family Planning Patterns in Sierra Leone," is a sequel to Thomas Dow's paper which appeared in "Studies in Family Planning", Volume 2, Number 8 (SE 012 796). While the focus of the earlier paper was on presentation of data and interpreta-

tion of dominant trends, this one is more speculative in nature and attempts to identify those elements in the social structure that are indicative of the course family planning developments in Sierra Leone may take. Highlighted are the difficulties expected in the transition to greater approval and practice of family planning. (BL)

ED 063 142 SE 013 721

Khanna, Sumedha

Country Profiles, Trinidad and Tobago.

Population Council, New York, N.Y.

Pub Date Aug 71

Note—12p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences, *Statistical Data

A profile of Trinidad and Tobago is sketched in this paper. Although they are now unified into one national whole, their histories and socioeconomic and demographic developments have differed somewhat. Thus, these aspects of the two islands are treated separately where circumstances warrant. Emphasis is placed on the nature, scope, and accomplishments of population activities in the islands. Topics and sub-topics include: location and description of the islands; population--size, growth patterns, migration, age/sex structure, rural/urban distribution, ethnic and religious composition, literacy, economic status, future trends; population growth and socio-economic development--relationships to national income, size of the labor force, agriculture, social welfare expenditures; history of population concerns; population policies; national family planning program--objectives, organization, type, operations; research and evaluation; and private efforts and foreign assistance for family planning activities. Summary statements indicate that the presence of a climate favorable to acceptance of family planning has facilitated the achievements and progress of the national family planning program. However, two areas needing intensified and further study are: (1) community motivation and education, and (2) research and evaluation. A map of the islands is drawn and statistical data, tables, and charts are given. (BL)

ED 063 143 SE 013 722

Ruckelshaus, William D.

The Crisis of Trust and the Environmental Movement.

Pub Date Apr 72

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ecology, *Environment, Environmental Influences, *Responsibility, *Social Action, Social Sciences, Speeches, Technology

William D. Ruckelshaus, Administrator of the Environmental Protection Agency, presents in this paper the Alfred M. Landon Memorial Lecture at Kansas State University, April 12, 1972. Restoring man to a harmony with nature and his environment and insuring a clean and livable home for the posterity of all mankind are the goals we must strive for. The problems of our times are set forth--lack of faith and trust in the principles, institutions, and accomplishments which reflect a common tradition or shape a common purpose. The assumption of utopia is perhaps undergirding many cries for reform today and adding to the crises of confidence we as a nation are experiencing. To combat these situations, we must be realistic in our assessments and honest about the limits of human solutions to human problems. The emergence of environmental concern gives us a unique opportunity to prove we can create a society that is clean, safe, quiet and beautiful, yet also provide for man's legitimate material needs. True environmentalism teaches a new ethics and new reverence for life. It can help unify the American people and, if carried to fruition, will inspire new confidence in man's power to control his own destiny. (BL)

ED 063 144 SE 013 725

Mayer, Jean

Decision Making in the Biological Field. The 1971 W. O. Atwater Memorial Lecture.

Agricultural Research Service (DOA), Washington, D.C.

Pub Date Apr 72

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biological Sciences, Conservation Education, *Decision Making, Disease Control, *Government Role, Health Education, *Nutrition, Pollution

Identifiers—W. O. Atwater Memorial Lecture

Established in 1967 by the Agriculture Research Service of the U. S. Department of Agriculture to honor the memory of a gifted scientist . . . and to recognize accomplishment in a field or discipline that relates to the problem of nutrition and food production, the W. O. Atwater Memorial Lecture invited Dr. Jean Mayer, Professor of Nutrition at Harvard, to present the 1971 lecture. Dr. Mayer discusses current problems of world nutrition, its relationship to resource conservation, and the role of man and his government in ecologically-based decisions. (CP)

ED 063 145 SE 013 731

Swan, Fred C.

Environmental Awareness Bibliography.

Friends Council on Education, Philadelphia, Pa.

Pub Date 71

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Conservation Education, Curriculum Development, *Environment, *Environmental Education, Outdoor Education, *Recreation, *Reference Materials

Environmental Awareness is the theme of this bibliography compiled by the Friends Council on Education to assist in the task of implementing environmental awareness courses and experiences into the crowded curricula and extra-curricular life of schools and colleges. Part One, "Definition of the Problem," is a selected bibliography of printed material on the environmental crisis and what individuals, groups, or the academic community can do about it. Part Two, "Environmental Education," is an annotated bibliography with four sub-sections on (1) outdoor education, (2) conservation education, (3) nature education, and (4) environmental education--programs, courses of study, and lesson plans. Part Three, "Environmental Recreation," is an annotated bibliography of outdoor recreation literature including a number of references on canoeing, hiking, mountain climbing, cross-country skiing, backpacking, and other "outward bound" types of activities. This bibliography has been developed primarily to aid Friends schools and colleges in preparing for the Environmental Decade, one of renewed faith and practice based upon an ecological awareness of the total environment. (BL)

ED 063 146 SE 013 732

Khare, R. S. And Others

Environmental Quality & Social Responsibility.

Wisconsin Univ., Green Bay.

Pub Date 72

Note—220p.

Available from—University of Wisconsin, Green Bay 54302

Document Not Available from EDRS.

Descriptors—Behavior, Conference Reports, Economics, *Environmental Influences, Laws, Social Influences, *Social Responsibility, Technology, Urban Environment

Edited transcripts of presentations made at a conference sponsored by the University of Wisconsin--Green Bay are arranged in five sections: (1) "Mass Production, Mass Consumption, Mass Waste;" (2) "Man Versus Nature;" (3) "The Urban Social Environment: Problems of Affluence, Membership, and Security;" (4) "Institutional Response to Technological Change;" and (5) "Individual Rights Versus Collective Good." Each section contains the text of an invited address by a nationally prominent person, reactions from the Green Bay faculty, and discussion and questions from the audience. The proceedings concentrate on the social aspects of environmental quality, with the underlying assumption that environmental problems are primarily social rather than technological. The editors provide an overview and summary for each section of the collection. There is a select bibliography appended. (AL)

ED 063 147 SE 013 738

Conservation and Environmental Education in the Western States.

California State Dept. of Education, Sacramento.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conservation Education, *Environmental Education, Natural Resources, *Programs, *Reports, *State Agencies, *State Departments of Education, Surveys

Identifiers—ESEA Title V

In an effort to facilitate cooperation on a state and regional basis to develop and support environmental education programs, the Western Regional Environmental Education Project is being conducted. The purpose of this report is to provide baseline data on the status of state level programs conducted by Departments of Education and resource management agencies when the project began. A separate report is compiled for each state covering the following topics: state laws or policies; educational agency--activities and responsibilities; resources agency--activities and responsibilities; outstanding local programs; state level advisory committee; special state funding programs; testing and evaluation; resident outdoor programs; and additional information. Also included are a general summary of the above information; conclusions in the areas of personnel, funding, legislation, state agency cooperation, and evaluation; a data summary chart; list of state publications; the 1971 State Progress Survey questionnaire; and a list of council members from the 13 western states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. This work was prepared under an ESEA Title V contract. (BL)

ED 063 148 SE 013 740

Ditton, Robert B.

The Social and Economic Significance of Recreation Activities in the Marine Environment.

Wisconsin Univ., Green Bay.

Report No—TR-11; WIS-SG-72-211

Pub Date Jan 72

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economics, Environment, *Recreation, Research Reviews (Publications), *Social Influences

Identifiers—*Coastal Zones

Although the data obtained by an Outdoor Recreation Resources Review Commission in 1960 indicated that 44 percent of participants in outdoor recreation prefer water-based activities, the potential demand for recreation within the coastal zone is much greater than that study indicates, because the unfulfilled recreational demands of the urban population were overlooked. At present, multiple-use management in all four United States coastal zones (Pacific, Gulf, Atlantic, and Great Lakes) is not optimizing recreation potentials. This has resulted from a narrow view of recreation, adherence to unsuitable water-quality criteria, and the failure to assign adequate economic values to the recreational potential of pollution, chemical and biological contamination, energy, environmental action, total economic value of marine recreation from data on the sale and registration of boats, the expenditure on fishing equipment and the like, it has not, so far, been possible to partition these data according to region. Future research needs to be addressed to this problem in order to establish an adequate basis for the attainment of sustained recreational yield. (A classification of "coast-oriented outdoor recreation activities by environmental use" is included.) (AL)

ED 063 149 SE 013 760

Simons, Eugene M.

Science Policy Reviews, Volume 5 Number 1.

Battelle Memorial Inst., Columbus, Ohio.

Pub Date 72

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Annotated Bibliographies, *Environment, Literature Reviews, *Policy, Policy Formation, Pollution, Resource Materials, *Sciences, *Technology, World Affairs

Presented in this quarterly publication are reviews, highlights, and 391 annotated bibliographic references from current and international literature in the area of science and public policy. The term "science" is used here to denote both engineering and technology as well as science.

The literature reviewed includes books, reports, and periodical articles and focuses on matters of broad public policy; that of a highly technical and narrowly specialized nature is not covered. In addition to the bibliographic entries, this issue includes four articles: (1) "Federal R&D Programs: Who Picks 'Em?" a description of how a proposal filters through departments and agencies of the Executive Branch and the U. S. Congress to wind up as a national program or in the wastebasket; (2) "Technology Assessment," its history, significance, and potential; (3) "Straight from the Top," text of the first Presidential message on science and technology calling for new actions to enhance R&D in all sectors--government, universities, and industry; and (4) "Soviet Science Policy," how the USSR is struggling with its science policy problems. A current booklist recaps books that appeared during the previous year, and the list of publications screened includes publisher name and address and subscription information. (BL)

ED 063 150 SE 013 761
Crum, Lawrence E.
Evaluating ITV Production Techniques: Community of Living Things.
Pub Date [72]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Biological Sciences, Educational Research, *Evaluation, *Junior High Schools, *Production Techniques, *Televised Instruction, Television Viewing
Effective production techniques for an ITV series, "Community of Living Things," are evaluated in this paper. The program is part of a junior high life science series. Five basic practices, chosen for their student interest and instructional value, were utilized: (1) rapidity of visualization, (2) few teacher appearances, (3) repetitive film sequences, (4) music (without narration), and (5) films (of animals and locations) and live animals. Narrative and statistical information supports these techniques as successful methods of sustaining interest in televised instruction. Evaluation data were obtained in February, 1971 from 30 teachers and their classes, representing nine Tidewater, Virginia, school districts. (BL)

ED 063 151 SE 013 763
Environmental Center for Our Schools, Curriculum Guide, Grades 4,5,6.
Springfield Public Schools, Mass.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 71
Note—157p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Ecology, Environmental Education, *Instructional Materials, *Intermediate Grades, Learning Activities, Natural Resources, Natural Sciences, *Outdoor Education, Teaching Guides
Identifiers—ESEA Title III
Included in this curriculum guide are outdoor and environmental study activities for grades four, five and six. The activities are designed to help children appreciate the beauties of the forest, pond, and field, to have them observe the interdependence of living things in each community, and to see the role each member plays in maintaining an ecological balance in the community. Both classroom and on-site activities and suggestions are provided to better coordinate the learning experiences. Where appropriate each activity defines its objective, materials needed, procedure to follow, and discussion questions. Also included is a list of investigations from the classroom laboratory manual which directly relate to Environmental Center for Our Schools (ECOS) activities for that particular grade level. Facilities at Forest Park, Springfield, Massachusetts are utilized in the ECOS project. This work was prepared under an ESEA Title III contract. (BL)

ED 063 152 SE 013 764
Douglass, Gloria Annunziata, Joyce
Language Arts: The Literature of Ecology.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—16p.; An authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ecology, *Environmental Education, Instruction, *Language Arts, *Objectives, Secondary Education, *Teaching Guides, Units of Study (Subject Fields)
Identifiers—Quinmester Program
The course guide for a language arts unit within the Dade County Florida Quinmester Program lists performance objectives for the unit designed to give students a clearer understanding of the ecological problems that confront mankind. The viewpoint taken is that of the layman, not the scientist. Selections from state-adopted and other books are included in separate lists, and refer mainly to the environmental problems of land use, air and water pollution, and overpopulation. Selections from periodicals are also listed. Advice on teaching strategies, learning activities that may be used, and additional audiovisual aids that may be useful is given. (AL)

ED 063 153 SE 013 765
Taylor, Daniel Thapa, Rita
Country Profiles, Nepal.
Population Council, New York, N.Y.
Pub Date Apr 72
Note—8p.
Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Growth, *Population Trends, Social Sciences, *Statistical Data
A profile of Nepal is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population--size, growth patterns, age/sex structure, geographical distribution, topographical obstacles, ethnic and religious composition, literacy, economic status, migration, future trends; population growth and socioeconomic development--relationships to national income, agriculture, and nutrition, education and health services; history of population concerns; population programs--organization, operations, education and information, research and evaluation; commercial distribution of contraceptives; achievements in family planning; and foreign assistance from USAID, IPPF, UNICEF and WHO. Summary statements indicate that dominant among the strengths of the family program in Nepal is its general ability to fit technical problems to Nepali conditions. However, weaknesses are indicated by a friction between nonmedical and medical personnel, the poor condition of supporting infrastructures for family planning and the overdependence on foreign assistance. A map of the country is drawn. (BL)

ED 063 154 SE 013 768
National Environmental Center Act of 1971. Report of the Committee on Public Works, United States Senate.
Congress of the U.S., Washington, D.C. Senate Committee on Public Works.
Report No—Calendar No. 504
Pub Date 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environmental Research, Federal Laws, *Legislation, *National Programs, *Regional Laboratories, Reports, *Research and Development Centers
This government document presents a report of the Committee on Public Works, United States Senate, ninety-second Congress, regarding bill S. 1113, the National Environmental Center Act of 1971. The bill, originally introduced as the National Environmental Laboratory Act of 1971 provides for the establishment of a parent agency, the National Environmental Center (NEC), and regional national environmental laboratories (NEL). Committee amendments suggest the research program of NEC be directed toward a universal view of the environment, thus, any comprehensive research effort must match the scope of the problem. A specific mandate was made to carry on training and education jointly with and through other institutions, universities, and colleges. Also, an amendment provides that the Center be located and operated in a manner to avoid overlap and conflict with existing private and public research organizations activities. The report includes a summary of committee amendments, a statement of need (studies supporting the establishment of national environmental laboratories), estimated cost of the legislation, changes in existing law, roll call votes, departmental reports (from various departments and agencies during Committee hearings), section by section analysis of the bill, and appendix (summary of agency responses to letter of inquiry on federal research in environmental science and technology). (BL)

ED 063 155 SE 013 769
Giese, Ronald N. Redfield, David D.
State and National Assessment in Science.
Pub Date Apr 72
Note—20p.; Paper presented at the National Science Teachers Association Annual Meeting, New York, New York, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum Development, *Curriculum Evaluation, *Educational Objectives, Evaluation, *Evaluation Criteria, Science Education, *Secondary School Science, Tests
Identifiers—*Florida Science Assessment Project
The authors describe the development of a curriculum evaluation scheme: the history, literature search, categorization scheme, development of objectives, technical problems, and the future of the model. A sample of the category scheme is included, as well as some performance objectives, definitions of operational verbs used in the objectives, and test items. (CP)

ED 063 156 SE 013 773
Addresses and Reports, NSTA Twentieth Annual Meeting, New York City, April 7-11, 1972.
National Science Teachers Association, Washington, D.C.
Pub Date 72
Note—126p.
Available from—NEA Publications Sales, 1201 Sixteenth Street NW, Washington, D.C. 20036 (Stock Number 471-14628)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Abstracts, *Conference Reports, Discussion Groups, *Resource Materials, *Science Education, Symposia
Identifiers—*National Science Teachers Association
The materials in this compilation have been assembled from advance texts and abstracts provided by the program speakers and from on-the-spot reports from many of the panel sessions at the National Science Teachers Association (NSTA) twentieth annual meeting in New York City in April, 1972. Contents include presentations from sessions of the Association for the Education of Teachers in Science, the Council for Elementary Science International, the annual banquet, invited panels and symposia, contributed papers, late papers and reports of sessions. (Author/CP)

ED 063 157 SE 013 788
Environment Information ACCESS, Volume 2 Number 10.
Environment Information Center, New York, N.Y.
Pub Date 15 May 72
Note—95p.
Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials
ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS systems, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and

misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. A special segment in this issue focuses on the U. N. Conference on the Human Environment, Stockholm. Additional sections deal with significant environmental entries from the Federal Register, current conferences, and subject, industry and author indexes. (BL)

ED 063 158 SE 013 789

Cole, Henry P.

What is Process Education: An Emerging Rational Position.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Pub Date Mar 70

Note—89p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Processes, Creative Thinking, *Educational Objectives, Inquiry Training, Instruction, *Problem Solving

Identifiers—*Process Education

This paper is the first chapter in a monograph. In it the author attempts to examine the assumptions and justifications for process education. He does not write in a prescriptive fashion but attempts to arrive at a definition for process education by a successive convergency of ideas and tentative but logically consistent definitions. The author suggests that the operationalization of educational practice toward the goals of process education can be achieved by stating behavioral expectancy categories for pupils and teachers. A method for this procedure has also been suggested and is discussed briefly. The author concludes that process education is what education should be but has never been. Educational practice is still far from approaching this ideal. (Author/CP)

ED 063 159 SE 013 802

Wurman, Richard Saul

Making the City Observable.

Pub Date 71

Note—96p.

Available from—MIT Press, Cambridge, Massachusetts ($3.95)

Document Not Available from EDRS.

Descriptors—City Wide Programs, *Design Needs, *Environmental Education, Information Centers, Information Dissemination, *Information Utilization, Public Relations, Urban Education, *Urban Environment, *Visual Aids

Explored in this special issue of "Design Quarterly" are some of the existing data systems which describe, in visual terms, various urban entities: transportation systems, roadways, public buildings, land patterns, historical structures, as well as some new methods for developing physical information that will be widely used in the future. Through these means an individual can acquire information about his surroundings. The materials are designed to elucidate the city, to allow it to become an environment for learning. The city can be made observable by developing a school curriculum about our man-made environment, by designing a clear subway map, or by producing a ballot that people can understand and use intelligently. Approaches that clarify the urban scene can lead to direct environmental learning experiences. Thus, this catalog, with urban communication as its goal, has projects, ideas, books, guides, maps, advertisements, and curricula that offer some means to a better understanding of the environment. The purpose of such a compilation is to show that similar materials could be the basis for the development of urban data centers for the dissemination of information related to the public environment. Making the city observable means making the plethora of public information public. (BL)

ED 063 160 SE 013 803

Soil and Water Conservation for a Better America. A Framework Plan.

Soil Conservation Service (USDA), Washington, D.C.

Pub Date Oct 71

Note—90p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agency Role, Conservation Education, Ecology, *Environment, *Management, *Master Plans, *Natural Resources, Program Descriptions, Responsibility, Soil Conservation, Water Resources

Through this framework plan, the Soil Conservation Service (SCS) takes a look ahead to its soil and water conservation mission, a look at its direction and thrust in helping create a desirable America in the decades ahead. The plan attempts to define the nature of soil and water conservation efforts, to put them in perspective, and to present a systematic arrangement of SCS responsibilities. Utilizing a systems approach to long-range planning, the plan: (1) reflects the social and economic setting for soil and water conservation, (2) summarizes the Nation's needs for soil and water conservation, (3) outlines the basic objectives for a comprehensive conservation program, (4) shows how the objectives, benefits, effects, resource management systems, and program activities of SCS relate to one another, and (5) sets forth a hierarchy of goals, the future needs, and the institutional arrangements needed to attain the mission objectives and support the future direction of SCS. The framework for planning and programming, mission goals, and program activities for resource management systems are produced in chart form in the appendix. (BL)

ED 063 161 SE 013 806

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Volume 5 Number 2.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 72

Note—74p.

Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (Subscription, $6.00 year, $1.75 single copy)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, Curriculum, Instruction, *Mathematics Education, Research, Research Reviews (Publications), Student Characteristics, Teacher Characteristics, Teaching Methods

This issue contains 17 expanded abstracts of recent research in mathematics education. Coverage is extended to papers and articles announced in "Research in Education", as well as journal articles. Each abstract reports the purpose, rationale, design, procedure, findings, and interpretation of the experiment, followed by an evaluation of the research. The research abstracted in this issue is largely concerned with teaching methods and with student and teacher characteristics. (MM)

ED 063 162 SE 013 807

Budde, Duane

Mounds View Environmental Education Project, Report #1.

Pub Date 71

Note—58p.; Prepared for the National Science Teachers Association Meeting, Washington, D.C., 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Development, *Curriculum Guides, *Environmental Education, *Interdisciplinary Approach, Language Arts, Learning Activities, Sciences, *Secondary Grades, Social Studies

Prepared for the 1971 National Science Teachers Association (NSTA) Annual Meeting, this collection of ideas, activities, and unit plans from the Mounds View Environmental Education Project would be useful for junior and senior high school teachers and curriculum planners. Content includes: (1) a senior high course outline and daily lesson plans for "Environmental Problems and the Future of Man," dealing with population explosion, food supply, natural resources, water and air pollution, and pesticides; (2) units for junior high environmental studies--soil conservation, animal poetry, pollution solution/communication, you as an environmentalist, and air pollution; (3) environmental activities particularly successful in the classroom; (4) a description of high school science courses relevant to the natural environment; (5) a junior high model for curriculum implementation; (6) suggestions on how the environmental education curriculum can be integrated with the social studies curriculum in the junior high school; (7) ideas for an interdisciplinary approach to the environmental education curriculum in grades 10-12; (8) various evaluation forms for faculty reaction, district assessment, and feedback; and (9) suggested proposals for environmental study sites. An interdisciplinary approach, primarily stressing science, social studies, and language arts is evident throughout the work. (BL)

ED 063 163 SE 013 808

National Clearinghouse for Drug Abuse Information Report Series, Series 10, No. 2. Drug Abuse Programs: A Directory for Minority Groups.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Jul 72

Note—11p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Directories, *Drug Abuse, Drug Addiction, Drug Education, Information Sources, *Medical Treatment, *Minority Groups, *Programs, *Rehabilitation, Services

Represented in this directory is an attempt by the National Clearinghouse for Drug Abuse Information to locate drug abuse programs serving communities populated predominantly by minority groups. Programs are selected for inclusion only if the minority group (American Indian, Asian-American, Black, Mexican-American, Puerto Rican) involvement equals at least 50 percent of the total population served. This is the first update of an earlier Clearinghouse Directory for Minority Groups and includes additional information as well as several new programs. One hundred forty-three programs/agencies throughout the United States providing treatment, rehabilitation, counseling and/or educational services are catalogued. Each entry includes program name, address, director, type of program, and predominant minority group served. (BL)

ED 063 164 SE 013 809

National Clearinghouse for Drug Abuse Information Report Series, Series 20, No. 1. Directory of State Drug Prevention Officials.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Dec 71

Note—18p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Directories, *Drug Abuse, Drug Education, Law Enforcement, *Personnel, *Prevention, State Programs

Prepared by the Special Action Office for Drug Abuse Prevention, in conjunction with the National Clearinghouse for Drug Abuse Information, this directory lists state drug abuse prevention officials in three areas: drug education, law enforcement, and state drug programs. In addition, the governor for each state is noted. Included with each official's name and specialized area is his title, address, and telephone number. Officials for the District of Columbia, Puerto Rico, American Samoa, Guam, and the Virgin Islands are also entered. (BL)

ED 063 165 SE 013 824

Unit: Digging Up Evidence, Inspection Set, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Feb 72

Note—135p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Biology, Curriculum, *Earth Science, Instruction, *Paleontology, Science Course Improvement Project, Teaching Guides, *Units of Study (Subject Fields), Worksheets

Identifiers—*Australian Science Education Project

The teachers' guide to this trial version of a unit prepared by the Australian Science Education Project is an overprinted copy of the students' manual, including comments on the teaching techniques suggested for each activity, lists of recommended references and visual aids, and indications of links with other units produced by the Project. There are also lists of objectives for each component of the unit. The unit con-

siders fossils as a record of former life. In the core section of the unit, the nature of fossils, their formation, and the information that they provide are considered. The activities are also designed to provide practice in data interpretation. The optional activities, which all students are not expected to complete, involve a study of the geological time scale, a field study of fossils (with emphasis on conservation of sites and avoidance of indiscriminate collection), a closer examination of representative fossils in the laboratory, a discussion of the nature and use (including depletion) of fossil fuels, and an interpretation of evidence of fossil footprints. The package includes a self-administered diagnostic test, a geological time scale, a student record book, model of skeletal fossils to be assembled by students, and a comic strip reprint outlining the evolution of mammals. (AL)

ED 063 166 SE 013 825
Unit: Pushes and Pulls, Inspection Set, National Trials.
Australian Science Education Project, Toorak, Victoria.
Pub Date Dec 71
Note—280p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Curriculum, *Force, Instruction, Laboratory Manuals, Measurement, *Science Course Improvement Project, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
This trial version of an Australian Science Education Project unit concerns the nature and measurement of force. The teachers' guide, an overprinted copy of the student manual, lists objectives for each section of the unit, discusses the role of the teacher, provides hints in the use of the materials, suggests suitable references, and lists apparatus required. The basic core of the unit is designed so that students can visualize unseen forces by observing their effects, measure them (includes activities teaching the requirements for a measuring system), accept the newton as the appropriate unit, and obtain the skills of graphing and scale construction and reading. Options provide background on the development of measurement systems, introduce magnetic and gravitational forces, demonstrate the magnitude of surface tension forces, use an account of moon exploration to distinguish between mass and weight, provide a narrative account of the development of the theories of gravitation, provide experience with frictional forces, and demonstrate that measuring instruments can be overloaded. At the end of the core and each option there is a self-administered test, the answers to which are appended together with answers to questions in the activities in each section of the unit. The unit has been written in the expectation that students will proceed at their own pace. There is a student record book in addition to the teachers' and pupils' manuals. (AL)

ED 063 167 SE 013 827
Unit: The Earth, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Mar 72
Note—200p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Curriculum, *Earth Science, Geology, Instruction, *Laboratory Manuals, Science Course Improvement Project, *Secondary School Science, Worksheets
Identifiers—*Australian Science Education Project
The core portion of this trial unit prepared by the Australian Science Education Project provides an introduction to the structure of the earth, volcanic activity, the types of igneous rocks, earthquakes, and seismology, with an emphasis on the techniques of inference used to relate external evidence to internal structure. The optional activities provide the opportunity to obtain more extensive information on volcanoes, the relationship between formation and structure of igneous rocks, the rock cycle, continental drift, magnetism and the earth, the location of earthquakes by the use of seismographic evidence, geological mapping and the inference of subsurface structure, and the use of igneous rocks. Students are provided with extensive second-hand data, and with instructions for the conduct of a number of simulations of geological phenomena. There is a separate workbook with spaces for the written record of the student's work, and a question booklet containing diagnostic test to be used after the core. The teachers' guide prepared for the unit is not included in this package. (AL)

ED 063 168 SE 013 828
Unit: Cells, Inspection Set, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date 72
Note—105p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Biology, Curriculum, *Cytology, Instruction, Science Course Improvement Project, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
This trial version of a unit is the series being produced by the Australian Science Education Project provides instructions for students to prepare a variety of cell types and examine them with microscopes. It also gives some information about the variety and function of cells. The core of the unit, which all students are expected to complete, leads to the development of a model of a generalized cell, ideas of tissue growth and repair, the notion of complementarity of structure and function at the cellular level, and introduces simple concepts of cell chemistry via vital stains. The options provide further experience with the diversity of cells, cellular constituents, the growth of plants from cuttings, and some highly specialized cells: nematocysts and stomatal guard cells. The teachers' guide provides statements of objectives, hints on the introduction of the unit and each section, lists of equipment needed, and a select bibliography. The students' manual includes instructions for each activity, some short reading passages, and a series of questions to stimulate thought. (AL)

ED 063 169 SE 013 829
Unit: Genetics, Inspection Set, First Trial Materials.
Australian Science Education Project, Toorak, Victoria.
Pub Date Feb 72
Note—210p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Biology, *Curriculum, *Genetics, Instruction, *Science Course Improvement Project, Secondary School Science, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
Most of the activities suggested in this trial version of the Genetics unit produced by the Australian Science Education Project rely on second-hand data, although one of the introductory activities suggested is based on results of a mouse breeding experiment. The unit is, therefore, expected to be suitable only for students who are capable of abstract reasoning. The unit consists of a general introduction, followed by nine options, the first two of which are designed for the slower learners: "A Happy Medium" (incomplete dominance); "The More the Merrier" (polygenic inheritance); "Heredity or Environment?" "The Imperfect Copy" (mutation); "Genetics and Disease;" "It's a Woman's World" (differential death rates between the sexes); "Your Family Tree;" "How Different Are You?" and "Crossword" (a summarizing unit). The introductory section contains exercises introducing the basic concepts of Mendelian genetics and the chromosomal basis of inheritance. The teachers' guide is an overprinted version of the students' manual, including comments on the introduction of the unit, possible discussion questions based on ethical implications of genetics, lists of necessary apparatus, and a select bibliography. The students' record book contains worksheets for most of the options and other activities. (AL)

ED 063 170 SE 013 830
Unit: Skin and Clothes, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Feb 72
Note—150p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Clothing, *Curriculum, Instruction, Interdisciplinary Approach, Objectives, *Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
The teachers' guide to this unit in the series being produced by the Australian Science Education Project contains lists of cognitive and affective objectives. The topics included in the materials include a treatment of the physiology of skin, the limits of human tolerance to environmental variables, the cultural and physiological reasons for wearing clothing, the microbial flora of human skin, and the characteristics of fibers used for clothing. There is a readiness unit concerned with heat transfer that may be taken by students who do not demonstrate mastery of the concepts on a pretest. The student materials are designed for students working at their own pace, either individually or in small groups. Options are provided for a more intensive study of many of the aspects of clothing design and physiology that are considered in the introductory section. The students' workbook and record book contain a series of suggested laboratory activities and questions to guide thinking. The teachers' guide contains hints on class management, lists of materials needed, and a list of references and audio-visual aids. (AL)

ED 063 171 SE 013 831
Unit: Science and Safety, Inspection Set, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Mar 72
Note—75p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum, Instruction, *Laboratory Safety, *Safety, Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields), Worksheets
Identifiers—*Australian Science Education Project
This unit, a trial version prepared by the Australian Science Education Project, is intended to create in students an awareness of the potential hazards of a science room, to help build confidence by teaching safe techniques of apparatus manipulation, and to demonstrate the utility of planning work thoroughly. The safety principles are extended to the students' other activities at school, home, and leisure. The teachers' guide suggests classroom techniques, lists references and audio-visual aids, and lists materials needed for each section of the unit. The students' booklet introduces the use of the separate "Laboratory Safety Checklist," and contains ideas for ten optional activities that draw attention to safety principles and hazards in the street, at home, and at play. Other materials included in the package are: science room hazard sheet, science room safety certificate, safety officer's duty list, and a set of "danger" stickers. (AL)

ED 063 172 SE 013 832
Unit: Light Forms Images, Inspection Set, National Trials.
Australian Science Education Project, Toorak, Victoria.
Pub Date Feb 72
Note—170p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Biology, *Curriculum, Instruction, Laboratory Manuals, *Optics, Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project

The core portion of this trial unit developed by the Australian Science Education Project provides activities from which students gain experience in the formation of images by water and glass lenses. Additional optional sections of the unit contain suggested activities and questions which lead to a study of mirrors, refraction, eyes and spectacles, the nature of color, microscopy, photography, and the production of apparently continuous images from discrete points. The teachers' guide lists objectives for the core and each option, suggests suitable teacher and student references, and lists the apparatus required. Hints on classroom management, including topic introduction and consolidation, are included. The students' book also provides instructions for the production of simple apparatus and suggestions for out-of-school follow-up activities. A question book containing a diagnostic test to be used at the completion of the core, a booklet containing annotated answers to these questions, and a set of posters are also included in the package. (AL)

ED 063 173 SE 013 837
Unit: Graphing, Averaging, Reading a Scale, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date Feb 72
Note—35p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Curriculum, *Graphs, Instruction, Science Course Improvement Project, Secondary School Mathematics, Secondary School Science, *Units of Study (Subject Fields)
Identifiers—*Australian Science Education Project
This booklet contai. 3 five activities designed to assist secondary school science students master the skills of scale reading, taking an arithmetic mean, locating points on a graph, drawing graphs to represent relationships, and recognizing experimental error in a graph of a simple relationship. The unit is a trial version of a techniques unit being prepared by the Australian Science Education Project. In addition to the instruction booklet, there are worksheets (with space for answers) for each of the activities. (AL)

ED 063 174 SE 013 840
National Clearinghouse for Drug Abuse Information Report Series, Series 22, No. 1. Community Action Programs.
National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.
Pub Date Jul 72
Note—16p.
Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Action Programs (Community), *Community Involvement, Community Organizations, *Drug Abuse, Drug Education, Problem Solving, Projects, *Services, Social Action
Based on the principle that drug abuse is no longer a problem restricted to certain economic, social, educational, or intellectual levels or ethnic groups, this pamphlet relates some examples of on-going community action programs and projects. Essentially, these programs are striving to solve some of the drug related problems in their immediate community, with their activities directed toward prevention, treatment and rehabilitation, law enforcement, and the alleviation of social conditions which spawn drug abuse. Others offer services including referral, counseling, education and information, training, and aid in rehabilitation. Ideas for the types of projects which can be undertaken in several major problem areas are suggested. To exemplify these ideas brief resumes of the goals and accomplishments of selected community organizations and centers interested in drug abuse control are compiled. Also listed are agencies with possible funding sources, a bibliography of books, magazine articles and pamphlets, and audio-visual aids—films, filmstrips, simulation games, and plays. (BL)

ED 063 175 SE 013 851
Richmond, P. E.
New Trends in Integrated Science Teaching, Volume I, 1969-70.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 71
Note—381p.
Available from—UNIPUB, P. O. Box 433, New York, New York 10016 ($7.00)
Document Not Available from EDRS.
Descriptors—Curriculum, *Curriculum Development, Educational Trends, *Elementary School Science, Foreign Countries, Fused Curriculum, *Integrated Curriculum, International Programs, Science Education, *Secondary School Science, Unified Studies Programs
Identifiers—UNESCO
This volume reviews recent developments in integrated science instruction, concentrating mainly on works at the elementary and junior secondary levels. Examples of how various educators have attempted to define integrated science are presented in part one. This section also provides general background on the trend toward integration. The rationale underlying programs in progress, together with some examples of these programs, is considered in part two. As a supplement to this section the appendix lists many of the projects which may be reviewed for further information. Part three describes the psychological and social factors which should be considered in planning curriculum changes. The introductory discussion is in both French and English, as is the first paper in part one which explains the context in which this publication was planned and explains how the United Nations Educational, Scientific and Cultural Organization can help countries develop integrated science teaching. Approximately half of the remaining articles in part one are in French and the rest are in English, with papers in parts two and three in English only. (PR)

ED 063 176 24 SE 013 852
Weber, M. C.
The Influence of the Science Curriculum Improvement Study (SCIS) on the Learner's Operational Utilization of Science Processes. Final Report.
Southwestern State Coll., Weatherford, Okla.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-G-116
Pub Date Mar 72
Contract—OEC-6-71-0489(509)
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Elementary School Science, *Learning Processes, *Science Course Improvement Project
Identifiers—*Science Curriculum Improvement Study
This study was designed to assess the effectiveness, with respect to science process skill development, of the elementary science curriculum designed by the Science Curriculum Improvement Study (SCIS). The assessment was made by statistically comparing the scores on "The Science Process Instrument" of two groups of students. The experimental group had only the SCIS program in learning science; the second group, the control group, used only the textbook approach to learning science. Data clearly indicated the superiority of the SCIS curriculum over the textbook curriculum for developing the student's ability to utilize science processes. (Author/CP)

ED 063 177 SE 013 857
Wright, Donald L.
Sketches of Local Action Programs for School Environmental Education.
Project KARE, Blue Bell, Pa.
Pub Date Jun 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Programs (Community), Educational Programs, *Elementary Grades, *Environmental Education, Innovation, Interdisciplinary Approach, *Program Descriptions, *Secondary Grades
Seventeen elementary and secondary schools from throughout the five-county Southeastern Pennsylvania region were selected from 67 applicant schools to receive grants for Local Action Programs of environmental education. Included in this booklet is a resume of each of these programs. Information specifies program name, school name and address, program leaders, number of students and grade levels, geographic and demographic descriptions of the school, and a synopsis of program goals and activities. The programs are administered through Project KARE (Knowledgeable Action to Restore Our Environment), an ESEA Title III Project. (BL)

SO

ED 063 178 SO 000 550
Gibson, John S.
On Quality in Education.
Spons Agency—Arapahoe County School District 5, Cherry Creek, Colo.; Colorado State Dept. of Education, Denver.
Pub Date Apr 70
Note—42p.; Appendix to Chapter III of the Massachusetts Department of Education: Proposals for Progress in the 70's
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, Bibliographic Citations, Citizenship Responsibility, Cognitive Development, Cognitive Objectives, *Educational Improvement, *Educational Objectives, *Educational Quality, Elementary Grades, Human Development, Human Relations, Learning Processes, Models, Psychomotor Objectives, Secondary Grades, Skill Development
The basic proposition of this study is that five dimensions of educational quality can serve as significant goals, that educational objectives emerging from the goals can be identified, that by improving and delivering school services and processes of quality we can elevate levels of student achievement and significantly advance students toward specific objectives and the broader goals. Definitions for five dimensions of educational quality are advanced: human quality, quality of skills, quality of knowledge, learning quality, and civic quality. These five dimensions of quality are proposed as goals. Specific educational ingredients that emanate from these components of educational quality are appraised, and some school services and processes that demonstrably advance student achievement toward goals are identified. Among school services are teachers, instructional resources, curriculum facilities, and administration; while school processes include the teaching-learning process, individualized instruction, flexible scheduling, nongraded class levels, and many others. The author then considers measurement of student progress and evaluation of school services and processes as means for judging the relationship between the process of education in the school and student advancement toward goals of educational quality. An annotated bibliography accompanies the essay. (Author/JLB)

ED 063 179 SO 001 359
Roberts, Thomas Bradford
A Humanistic Social Theory: A Human Systems Theory Applied to Youth, Higher Education, and Our Cultural Metamorphosis.
Northern Illinois Univ., De Kalb.
Pub Date 71
Note—677
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Activism, Doctoral Theses, *Higher Education, *Humanism, Interdisciplinary Approach, Models, *Social Change, Social Problems, *Social Sciences, Social Systems, Sociology, *Student Attitudes, Systems Approach, Theories, Values, Youth
Identifiers—Holism, *Social Research
In this nontypical dissertation the author develops a McLuhan-like style of writing and presents a holistic, humanistic social theory. This dissertation is a break with past approaches because it makes the humanistic assumptions that human action is: 1) value-centered and, 2) intricately holistic. The humanistic approach overcomes some current problems of overspecialization and underemphasis of values in understanding human action. Also, it breaks with the current disciplinary techniques by exhibiting a value-systemed, holistic approach leading towards an interdisciplinary theory. The majority of this dissertation describes, formalizes, and shows uses of the humanistic general social systems theory. The thesis is that the self subsystem is becoming prevalent in our society, with the characteristics of idiosyncratic style, reference to oneself, a valuing orientation and self consciousness. Thus, the author blends the self subsystem with the expertise subsystem. He also emphasizes the importance of the internal interrelatedness, interdependence, and circularity within a system of

thought. The dissertation's three sections are: 1) theory, 2) the theory as a set of concepts for reanalyzing some studies of higher education, and 3) the theory as a base for applications and speculations in higher education, society, and the social sciences. (Author/AWW)

ED 063 180 SO 001 746

Civic Education in a Crisis Age: An Alternative to Repression and Revolution.

Columbia Univ., New York, N.Y. Center for Research and Education in American Liberties.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Grant—OEG-0-8-080457-3737(085)

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, Behavioral Science Research, *Citizen Participation, *Civic Belief, *Civics, *Decision Making, Democracy, *Democratic Values, Educational Sociology, High School Students, Junior High School Students, School Role, Schools, Secondary Grades

This report describes a 21-month research project, the overall goal of which was to develop behavioral objectives and guidelines for a civics curriculum for the 1970's. The project staff first set out to learn whether secondary school students were concerned with greater participation in institutional decision making, and to consider the implications of student responses to the project goal. Approximately 7,000 junior and senior high school students were given an open ended questionnaire that asked them to describe a dilemma in democracy with which they were personally acquainted. The principal findings of the survey were that a large majority of students feel they are regularly subjected to undemocratic decisions, and that most of these students perceive their schools as essentially undemocratic. Drawing on these results, the project drew up a Manual of Objectives and Guidelines for High School Civic Education. It focuses on democratic decision making as the heart of an appropriate civic education, and sets out ten objectives that define an operating code of democratic citizenship. The manual also provides guidelines that identify ideal points in the educational sequence at which civic competence should be stressed. (A copy of the questionnaire, and lists of objectives and guidelines from the Manual are included in the report.)

ED 063 181 SO 002 376

Evans, James W.

Politicization, Political Efficacy, and Belligerence: A Comparison of American High School and College Students.

Claremont Graduate School, Calif.

Pub Date 71

Note—139p.

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Xerox, $10.00; Microfilm, $4.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Citizen Participation, Civil Liberties, College Students, *Democratic Values, Educational Background, Foreign Policy, High School Students, Policy Formation, *Political Attitudes, Political Science, *Political Socialization, Politics, *Public Opinion, Public Policy, Race, Social Attitudes, Socioeconomic Influences, Student Attitudes

The theoretical model upon which this study is based indicates that a person's degree of politication and political efficacy depend upon: a) each other; b) where that person falls on socioeconomic and education scales; c) sex; and, d) race. A person's degree of belligerance (extent of reliance on force, threats, power, etc.) depends similarly on these factors. Methodology used for investigating these relationships among youth involved a survey, using questionnaires and response scales, of a random sample of high school and college students. Descriptive and inferential statistical procedures were used. Some of the conclusions: 1) socioeconomic status (SES) was strongly related to politicization; 2) education was unrelated to politicization within subsamples, but politicization increased from high school to college subjects; 3) sex was not related to politicization at any level of SES or education; 4) race was associated with politicization except at lower SES levels; 5) a negative relationship was found between SES, education and political efficacy; 6) race was related to political efficacy, except that high SES whites scored low on political efficacy, whereas blacks, browns, and low SES whites scored high; 7) SES was negatively associated with belligerance; and, 8) blacks were non-belligerant at all SES levels. (Author/JLB)

ED 063 182 SO 002 406

Kublin, Hyman

What Shall I Read on Japan: An Introductory Guide. Tenth Edition.

Japan Society, Inc., New York, N.Y.

Pub Date Apr 71

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Area Studies, Asian History, Cultural Awareness, Education, Foreign Culture, Geography, Higher Education, History, Japanese, *Non Western Civilization, Political Science, Sociology

Identifiers—*Japan

One hundred and eleven annotated bibliographic citations of books, including a few journals, on Japan published between 1941 and 1971 comprise this reading guide designed to meet the needs and adaptation of smaller libraries in schools, towns, and cities. Intended for serious beginning students or casual readers, it offers a broad scope of recent information. Having more than passing value, it is for use as a selection tool by librarians. The fourteen sections are classified by subject: Reference; Geography; Social Life and Conditions; Education; Government, Politics, and Law; Economics; Religion and Thought; Language; Literature; Drama; Arts; Biography; History; and Journals; each section arranged alphabetically by author. Complete citations are included. In the selection process emphasis was placed upon accessibility of books. Listings marked with an asterisk are available in a paperback edition. (Author/SJM)

ED 063 183 SO 002 489

Course Outlines for Secondary School Offerings. Revised Edition.

Cherry Creek School District 5, Englewood, Colo.

Pub Date 71

Note—284p.; Curriculum Development Series No 6-1

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Core Courses, *Course Content, *Course Descriptions, *Course Organization, Credit Courses, Curriculum Guides, Elective Subjects, *Flexible Scheduling, *General Education, Individualized Instruction, Middle Schools, Program Content, Schedule Modules, Secondary Education, Time Blocks

Identifiers—Cherry Creek School

"Secondary School Offerings" provides a brief annotated outline of the general education courses offered in two middle units and one senior unit in the Cherry Creek Schools during 1971-72. The purpose of this summary is to supply a guide for new staff members, interested students, and parents. An overall instructional goal is to individualize instruction by whatever means possible. The schools are therefore given the latitude to develop teaching strategies and to organize the school day most appropriate to meet these ends. A major portion of the publication is devoted to course descriptions of the Campus Upper Unit for grades 9 through 12 which is organized on a modular schedule--each module being 25 minutes in length with a total of 16 modules in the school day. The West Middle Unit and the Campus Middle Unit for Grades 7, 8, and 9 are on a "floating period" schedule. Four large blocks of time make up the student's day allowing each student to operate on a different time schedule each week. Cherry Creek Middle Unit is structured on a nongraded basis. Unit descriptions are given on English, social studies, mathematics, science, foreign language, fine arts, practical art and vocations, physical education and special course offerings. Information for each subject is given on course structure, objectives, methods, requirements, credit, and bibliography. (Author/SJM)

ED 063 184 SO 002 491

Experiences in Decision Making. Elementary Social Studies Handbook.

Alberta Dept. of Education.

Pub Date Jan 71

Note—234p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, Curriculum Guides, *Decision Making Skills, Elementary Grades, Generalization, Human Relations, *Human Relations Units, *Problem Solving, Resource Guides, Skill Development, Social Development, *Social Studies, Social Studies Units, State Curriculum Guides, Student Centered Curriculum, *Values

Identifiers—*Canada

This handbook is based upon a new social studies curriculum designed to give students guided experience in the responsible use of personal freedom. The new approach seeks to provide actual experience in the making of choices and judgements in order to improve man's relationship to his social and physical environment. Thus, the new social studies is organized around experiences which allow students to clarify their personal values and to understand the values of others. The valuing process should be the major activity of social studies students. A second characteristic of the new social studies is flexibility. Therefore, this curriculum allows for decisions to be made by those who will be affected by them. The values orientation and flexibility imply a definite de-emphasis on covering knowledge from history, geography and the social sciences. Knowledge should be uncovered not for its own sake but only as it is needed when students are engaging in the valuing process. The handbook outlines cognitive and affective objectives; how to plan for the attainment of multiple objectives; an elaboration of program components in the new social studies; how to plan instructional units; and, teaching-learning activities. Sample units for grades 1-6 are included. (Author/AWW)

ED 063 185 SO 002 765

Gray, Donald J.

Report on the Arts and Humanities Institutes of 1966.

Consortium of Professional Associations for the Study of Special Teacher Improvement Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary School Teachers, Evaluation, Film Study, *Fine Arts, *Humanities, *Inservice Teacher Education, *Institutes (Training Programs), Latin, Music, Secondary School Teachers, Theater Arts

Identifiers—Arts and Humanities Act

This report is one of a series presenting the results of studies of NDEA Title XI and Arts and Humanities Foundation institute programs and selected institute-associated activities conducted during 1966. Eleven institutes were offered in this year: three in music; two in art; two in theater; two in humanities; one in Latin; and one in film. A primary purpose of the institutes is to change the ways arts and humanities are taught in elementary and secondary schools. This report describes who and what was taught in these institutes; summarize what those who directed, attended and observed the institutes thought of them; and speculate about some of the issues and promises raised by their achievement. The report draws on three sources of information and opinion: analysis of the responses of about 300 participants to a questionnaire, final reports by the directors of the institutes, and detailed observer reports. All together these institutes enrolled about 430 participants. Most of the participants teach in secondary schools, and most of these teach in senior high schools. The participants generally thought very highly of the institutes; visitors were more impressed by those that concentrated on one subject, those that were innovative, and those that concretely defined proposals for new kinds of courses. (Author/JLB)

ED 063 186 SO 002 767

Longaker, Richard Cleary, Robert

Report on Evaluation of Pilot Civics Institutes, NDEA 1966.

Consortium of Professional Associations for the Study of Special Teacher Improvement Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 66

Contract—OEC-2-6-001005-1005

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Government (Course), Citizenship, *Civics, Elementary School Teachers, Evaluation, *Inservice Teacher Education, *Institutes (Training Programs), Pilot Projects, *Political Science, Secondary School Teachers, *Summer Institutes
Identifiers—NDEA Title XI
This report is one of a series presenting the results of studies of NDEA Title XI and Arts and Humanities Foundation institute programs and selected institute-associated activities conducted in 1966. During the summer of 1966 five pilot Institutes in Civics were funded by the Office of Education. The purpose was to utilize the initial experience for the improvement of civics institutes expected in greater numbers in subsequent years. There is no doubt that the pilot institutes served this function. This report includes: 1) an evaluation of these pilot institutes; 2) specific suggestions for improvements which might be adopted in the years ahead; and, 3) a discussion of some of the more profound background questions which emerge not only from the institute experience but which are also inherent in the problems of civic education. The five institutes served a total of 190 social studies teachers. (Author/JLB)

ED 063 187 SO 002 769
Henderson, William E.
Social Studies: Introduction to Economics.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Banking, Behavioral Objectives, Business, *Consumer Economics, Curriculum Guides, *Economic Education, *Economics, Grade 10, Grade 11, Grade 12, Investment, Labor Economics, Money Systems, Resource Guides, Secondary Grades, *Social Studies Units, Social Systems
Identifiers—Florida, Private Enterprise, *Quinmester Programs
The course for grades 10 through 12 outlined in this guide provides a study of the American system of private enterprise and the basic economic principles upon which it is based. Among the course goals are that the student will: 1) discover that the American economy, as evidenced through the free enterprise system, exist for the individual; 2) integrate the relationship between the functions of money and banking into the American economy; 3) analyze the types of investments that can improve one's financial position, 4) justify the importance of demand-supply analysis in the proper functioning of our economic system; 5) analyze the economics of international trade; and, 6) formulate hypotheses as to the ideal economic model or policy to which the United States should subscribe. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and teacher/student materials. Course content is closely tied to objectives, and is organized according to the following sections: 1) The American Economy; 2) Money and Banking; 3) Business Organizations; 4) Investment; 5) Demand-Supply Analysis; 6) Wage and Labor Analysis; 7) The Consumer; 8) Economics of International Trade; and, 10) American Economic Policy. Both learning activities and materials are highly varied. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/JLB)

ED 063 188 SO 002 772
Faulkner, Brenda F.
Social Studies. Health: Drugs, Society and You.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—27p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Curriculum Guides, *Drug Abuse, *Drug Addiction, *Drug Education, Drug Legislation, Drug Therapy, *Health Education, Interdisciplinary Approach, Junior High Schools, Resource Guides, Secondary Grades, *Social Studies Units
Identifiers—Florida, *Quinmester Program
The major intent of this interdisciplinary quinmester course for grades seven through twelve is to examine the need, problems, consequences, and social aspects of drug abuse. By studying the history and medicine of drug use, students learn background information that helps them define and categorize legitimate and illegitimate drug use, and describe physiological and psychological effects of drugs. Consequences of selling and possessing drugs illegally are studied. After evaluating reasons why drugs are used, and what problems drug users face, students will form a personal opinion and a position on drug abuse. Relating to problems in their own school, students develop plans to deal with drug abuse and then go on to develop guidelines for drug education for the Dade County community. Finally students are able to synthesize knowledge toward formulating drug therapy programs. Eight activity units are coordinated with course goals. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 063 189 SO 002 777
Nicholaou, T. L.
Social Studies: Protest and Change in American Society.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Activity Units, Behavioral Objectives, *Civil Disobedience, Curriculum Guides, *Demonstrations (Civil), *Dissent, Elective Subjects, Grade 10, Grade 11, Grade 12, Resource Guides, Secondary Grades, Social Action, *Social Change, *Social Studies Units, Social Values, Values
Identifiers—Florida, Protest, *Quinmester Programs
This guide for an elective (10-12) course was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The guide is divided into: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) recommended and supplementary teacher and student resources. The course presents an analysis of social change and the role of protest in American history, with selected examples, types of protest, and their effectiveness in bringing about change. Goals for the course are that the student will: 1) differentiate among various methods of protest; 2) identify protest as commonly being an action based upon a real or imagined fear of losing one's security or survival; 3) discern how values are formed, changed, and related to protest; 4) propose an alternate course of protest or response to a selected incident; and, 5) ascertain and analyze the role of protest with respect to the individual. Course content is organized around these goals. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

ED 063 190 SO 002 785
Moore, John A.
Social Studies. Language Arts: Comparative World Religions.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Christianity, Cultural Context, Cultural Factors, Curriculum Guides, Elective Subjects, Foreign Culture, Grade 7, Grade 8, Grade 9, *Humanities, Interdisciplinary Approach, Judaism, Junior High Schools, *Religion, *Religious Cultural Groups, Religious Differences, Resource Guides, *Social Studies Units
Identifiers—Behavioral Studies, Florida, *Quinmester Programs
The elective (7-9) course in world religions outlined in this guide is designed to fit the quinmester organization of schools. The course is described as a study of world religions, focusing on religion as an institution in society. It includes effects of religion on people, governments, and internal relations. The guide is divided according to: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) multimedia resources for teacher and student. Goals for the course include the following: 1) to examine the basic scriptures of selected religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Taoism, Shinto); 2) to describe the effect of religion on the arts of selected societies; 3) to describe the relationship between the institutions of religion and the state in selected societies; 4) to describe the teachings of selected religions on the nature of man, the natural universe, and the supernatural; 5) to describe the moral code of selected religions; and, 6) to assess the role of religion in the life of modern man. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

ED 063 191 SO 002 787
Cold, Ron
Social Studies. Dawn: The Birth of Selected Civilizations.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—25p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *Archaeology, *Area Studies, Behavioral Objectives, *Cross Cultural Studies, Culture, Curriculum Guides, Grade 7, Grade 8, Grade 9, History Instruction, Interdisciplinary Approach, Junior High Schools, Non Western Civilization, Resource Guides, Secondary Grades, *Social Studies Units, Western Civilization, *World History
Identifiers—Florida, *Quinmester Program, World Studies
The Quinmester world studies course for grades 7 through 9 investigates concepts of prehistory, culture, and civilization, offering an in depth understanding of the reasons why and how civilizations rise and fall. Emphasis is on comparing past and present civilizations. One major purpose of the course is for students to comprehend that civilizations evolve from one stage to another. By tracing early civilizations and comparing them to modern civilizations students will better see the pattern of development, giving them a better perspective of society and helping them to foresee a better future society. An interdisciplinary approach offers a broader scope to the course. Three units are: 1) The Lessons of Prehistory; 2) Dawn's Early Light gives specific treatment to the river valley civilizations in Mesopotamia, Egypt, India, and China; and the new world civilizations in Central and South America; and, 3) Retrospection and Introspection: Dawn and the Coming Day examines internal and external pressures of civilizations affecting their growth and decline. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (SJM)

ED 063 192 SO 002 788
Bartlett, Peggy M.
Social Studies: Totalitarianism in the 20th Century.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *Authoritarianism, Behavioral Objectives, Communism, *Concept Teaching, Curriculum Guides, Democracy, Economics, Grade 10, Grade 11, Grade 12, Political Attitudes, Political Power, Political Science, *Power Structure, Resource Materials, Secondary Education, *Social Studies Units, *Social Systems
Identifiers—Florida, *Quinmester Program, Totalitarianism
This elective course in world studies for grades 10 through 12 written as part of a total effort to revise curriculum to fit the five quinmester nine-week time periods for administrative organization of schools, provides an inductive analysis of the concept of totalitarianism. The student, given source material, primary information, and textual data will conceptualize a series of generalizations and will arrive at a comprehensive and applicable concept of totalitarianism. Since this course is designed to analyze and evaluate totalitarian systems generally, it should contribute to a healthier and more sensitive understanding of democratic systems. Units are structured on nine generalizations as described by Howard D. Mehlinger and conclude with an applicable definition of totalitarianism which may be compared with any previous or existing political system. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/AWW)

ED 063 193 SO 002 790
Heggy, Joan
Social Studies. Political Theory: Left to Right.

Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Communism, Curriculum Guides, Democracy, Grade 10, Grade 11, Grade 12, Political Affiliation, *Political Attitudes, *Political Science, Political Socialization, Resource Guides, Secondary Grades, *Social Studies Units
Identifiers—Fascism, Florida, Quinmester Programs
The course outlined in this guide offers an in-depth look at the political left and right, including characteristics held by the extreme left and right, related social and economic theories, and the differences between theory and practice. The students will read and discuss viewpoints illustrative of a cross section of ideological positions and examine past and present mass movements having an ideological basis. At all points, the students are encouraged to redefine and crystallize their own political philosophies. The course is designed for grades 10 through 12, and intended to fit into a quinmester program. Among the course goals are that students will: 1) distinguish among positions along the political spectrum; 2) identify common characteristics shared by the extreme left and right; 3) critically examine the traditional use of terminology, labeling, and categorizing associated with contemporary ideological thought; 4) make the following generalization--that the American political system tolerates the examination of a wide range of viewpoints; and, 5) develop their own political philosophies and recognize the consequences of the implementation of those philosophies. A wide variety of learning activities and materials are utilized. The materials section of the guide includes several resources for the teacher. (Author/JLB)

ED 063 194 SO 002 791
Abrams, Grace C. Schmidt, Fran
Social Studies: Peace in the Twentieth Century.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, *Conflict Resolution, Curriculum Guides, *Foreign Relations, Grade 7, Grade 8, Grade 9, Human Relations, *International Education, Junior High Schools, Modern History, Nationalism, Organizations (Groups), *Peace, Resource Guides, *Social Studies Units, Violence, War, World Affairs, World Problems
Identifiers—Florida, *Quinmester Programs
This study of the effort and failures to maintain world peace in this century is intended as an elective, quinmester course for grades 7 through 9. It encompasses the concept of nationalism and the role it plays in the decisions that lead to war, and organizations that have tried and are trying to preserve or bring about peace. Among other goals for the course are for the student to: 1) assess his own attitudes and beliefs concerning peace and generalize about the nature of war; 2) examine the social, political, and economic reasons for war; 3) analyze breakdowns in world peace in this century and the resultant human problems; 4) investigate and suggest alternatives to war as a means of settling conflict; and, 5) describe ways and means an individual can work for peace. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and teacher/student materials. Learning activities are highly varied and are closely tied with course objectives. Materials include basic texts, pamphlets, records, and filmstrips. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/JLB)

ED 063 195 SO 002 792
Cantera, Bonnie
Social Studies: Americanism vs. Communism.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, *Communism, Curriculum Guides, *Democracy, Elective Subjects, Foreign Policy, Foreign Relations, Grade 12, *International Education, Secondary Grades, *Social Studies Units, *Social Systems, World Affairs, World Problems
Identifiers—Americanism, Florida, Quinmester Programs
A twelfth grade quinmester course designed to give the student an objective overview of the development of Communism vis-a-vis Americanism (Democracy) is outlined in this guide. The course focuses on what each way of life represents and their respective positions in world politics. Included are case studies in communist expansion, the communist involvement in the developing areas, and United States response to deter the spread of Communism. Strategies for coexistence of the two systems are explored, and student suggestions on ways to improve the quality of Americanism are encouraged. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and materials for teacher and student. Learning activities are organized around the course goals, and include small and large group discussions, individual research projects, reports, and out-of-class projects. A variety of media are employed, including books and pamphlets, films and filmstrips. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

ED 063 196 SO 002 917
Campbell, Vincent N. And Others
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Achievement Rating, Age Differences, Behavioral Objectives, *Citizenship, Civic Belief, *Educational Accountability, *Educational Objectives, Elementary School Students, High School Students, Measurement Goals, *National Surveys, Political Attitudes, Political Socialization, Sex Differences, Social Studies
Identifiers—*National Assessment of Educational Progress
Information on assessment of citizenship achievement is presented in this report which compares 1970 first assessment results for the two sexes, four regions of the country, and four community sizes. Age groups assessed were 9, 13, 17, and 26 through 35 age group; geographical regions were Northeastern, Central, Western, and Southeastern; and community sizes were large cities, urban fringes medium size cities, and smaller towns. Achievements were assessed for nine major citizenship goals. Results are presented as percentages of the respondents who gave the desired response on each item. Findings show that boys and girls achieved about equally at age 9, with a male advantage of about 1% beginning at age 17 and increasing at the adult level. The Northeastern, Central, and Western regions achieved at similar levels, while the Southeast performance usually fell below. Among community sizes, average differences for citizenship results as a whole were small and fairly consistent across age. Appendices include group definitions, citizenship objectives, results for released and unreleased exercises, and procedures for estimating reliability of differences. Related documents are ED 049 111, ED 049 113 and ED 051 246. (Author/SJM)

ED 063 197 SO 002 918
Norris, Eleanor L., Ed. Bowes, John E., Ed.
National Assessment of Educational Progress. Music Objectives.
Education Commission of the States, Denver, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-0-9-080771-2468-508
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Achievement Rating, Applied Music, Behavioral Objectives, *Educational Accountability, *Educational Objectives, Elementary School Students, High School Students, *Measurement Goals, Musical Composition, Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Music Theory, *National Surveys
Identifiers—*National Assessment of Educational Progress
Specific music objectives for which exercises were developed to assess music achievement, and actual procedures for establishing these objectives, comprise this brochure. The Educational Testing Service (ETS), awarded the task of developing music objectives in 1965, met with a group of experts in music to define the scope of music assessment. The panel viewed tasks and objectives as synonymous, pointing out that since music is a personal, aesthetic experience it is not easy to assess. With the advice of specialists, a final set of objectives, including attitudes, for music assessment was completed. Six broad major objectives, measured by certain proficiencies at specific age levels -- 9, 13, 17, and young adults 26 to 35 -- are for students to: 1) perform a piece of music; 2) read standard musical notation; 3) listen to music with understanding, perceiving the elements and structure of music; 4) to be knowledgeable about some musical instruments, terminology, methods, literature, and history; 5) know about musical resources of the community and seek musical experiences by performing music; and 6) make judgments about music, and value the personal worth of music. (Author/SJM)

ED 063 198 SO 002 919
World Law Fund Bibliography.
World Law Fund, New York, N.Y.
Pub Date 30 Jun 71
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Developed Nations, Developing Nations, Disarmament, Ecological Factors, *Foreign Relations, *International Education, International Law, *Peace, Sciences, Social Change, Social Planning, Social Studies, Systems Analysis, Technological Advancement, Values, *War, *World Affairs, World Problems
Identifiers—Futurism, Futuristics, *World Order
This draft bibliography of published books and reports is divided into the following topical sections: 1) World Order Overview; 2) Perspectives and Methodology; 3) Trends, Dynamics, and Goals; and, 4) Social Change and The Process of Transition. The Perspectives and Methodology section includes works on futuristics, and systems analysis. Included in the Trends, Dynamics and Goals portion of the bibliography are items on various aspects of war prevention; justice and development; ecological balance; and science and technology. Both classic and lesser known works are listed. Entries provide bibliographic data only; no annotations. (Author/JLB)

ED 063 199 SO 002 948
Hunacek, Vaclav, Comp.
Czechoslovakia Information Minimum.
Texas Education Agency, Austin.
Pub Date 70
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Cross Cultural Studies, Cultural Context, Demography, Economics, Geography, Governmental Structure, Guides, *History, Institutions, *Non Western Civilization, Religion, Social Structure, Social Studies, Social Systems
Identifiers—*Czechoslovakia
The compilation of basic facts, intended as a guide for social studies teachers, provides a concise data survey on Czechoslovakia that relates to the history of the United States. The purpose is to furnish information based on both American and Czechoslovakian sources. In an outlined form social, economic, and political facts are provided along with additional information on geography, population, and history. Cultural information on religion, traditions, languages, popular foods, sports, and holidays contribute to an understanding of the people and country. Lists of persons who contributed to and are representative of Czechoslovakia such as former monarchs, presidents, and outstanding and famous personalities born in and from the country are given. Since 5% of the people in Texas are of Czechoslovakian extraction, an attempt is made to show the relationship between Texas and Central Europe which began in the early 16th century. Lists of the most famous personalities from Czechoslovakia now living in the United States and ten greatest moments in the history of American-Czechoslovaki-

an relationship comprise the latter half of the volume. Special features include a short bibliography of Czechoslovakian sources and a listing of collections of available teaching materials pertaining to Czechoslovakia located in the U.S. and Czechoslovakia. (SJM)

ED 063 200 SO 002 949
Faulkner, Brenda F.
Social Studies: Crime in America.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Correctional Rehabilitation, Corrective Institutions, Court Role, *Crime, Criminals, *Criminology, Curriculum Guides, Elective Subjects, Grade 10, Grade 11, Grade 12, Police, Prisoners, Resource Guides, Secondary Grades, *Socially Deviant Behavior, *Social Studies Units, Sociology
Identifiers—Florida, *Quinmester Programs
The elective (10-12) course outlined in this guide is designed to fit the quinmester organization of schools. The guide is divided into: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) multimedia resources for teacher and student. The course is described as a study of crime in America, including the range of crime from physical assault to income tax evasion. It considers crime prevention and punishment, their cost to society, causes of crime and the role of police and courts in dealing with crime. Learning activities include small group discussions, presentation of a radio or TV show, role playing, and panel discussions. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

ED 063 201 SO 002 950
Friedman, Harrabey
Social Studies: Living in Dade County.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Citizenship Responsibility, *City Government, *Community Characteristics, Community Services, *Community Study, Curriculum Guides, Economics, Ethnic Groups, Geographic Location, Junior High Schools, *Metropolitan Areas, Resource Guides, Secondary Grades, *Social Studies Units, United States History
Identifiers—Florida, *Quinmester Programs
The quinmester general social studies course for grades seven through nine provides a framework for studying the Dade County community and surrounding metropolitan area. Emphasis is upon enhancing the student's understanding and appreciation for his environment in an attempt to prepare him for better citizenship. Course objectives are for students to: 1) identify important people and events in the history of Dade County; 2) relate the importance of climate and geography to Dade County; 3) cite specific examples of the various parts of Dade's economy; 4) examine metropolitan government; 5) describe the importance of the major ethnic groups living in Dade County; and examine present and future problems of Dade county. Six activity units based on the course objectives are outlined. A brief bibliography is provided. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/SJM)

ED 063 202 SO 002 951
Abrams, Grace C. Schmidt, Fran
Social Studies: Dissent and Change in America.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Activity Units, Behavioral Objectives, *Citizenship Responsibility, Conflict Resolution, Curriculum Guides, *Democracy, *Dissent, Grade 7, Grade 8, Grade 9, Junior High Schools, Resource Guides, Secondary Grades, Social Action, *Social Change, Social Responsibility, Social Studies Units
Identifiers—Florida, *Quinmester Program
Students, grades 7 through 9, will examine and hopefully gain understanding of the process for effecting change within the structure of a Democratic society in this quinmester course of study. Focus is upon the reasons, limits, methods, and effectiveness of American dissent bringing about social change. The responsibility of citizenship in a Democracy is stressed. Thirteen units are: 1) Reasons for Dissent in America; 2) Methods of Protest and Dissent; 3) Basic Guarantees for the Right to Dissent; 4) Conflicts in History: Cause and Effect Relationships; 5) Role of Individuals in Influencing Change; 6) Analysis of Conflict Today; 7) Radical Groups Engaged in Protest; 8) Minority Groups Engaged in Protest; 9) Anti-Dissent Groups; 10) Limits of Protest/limits of Control; 11) Problems Facing Youth; 12) Future Outlook. Included is a bibliography of books, periodical articles, and multimedia materials recommended for student and teacher readings. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 063 203 SO 002 957
Schrager, Donald M.
Social Studies: The Electoral Process.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Government (Course), Behavioral Objectives, *Citizenship Responsibility, Civics, Curriculum Guides, *Democracy, *Elections, Grade 7, Grade 8, Grade 9, Junior High Schools, Political Science, Resource Materials, Secondary Grades, *Social Studies Units, *Voting, Voting Rights
Identifiers—Florida, *Quinmester Program
This quinmester course of study for grades seven through nine provides a framework for analyzing election processes in a democracy by investigating democratic societies of the past, and contrasting democracies with totalitarian types of government. Major emphasis is upon analyzing the system of institutionalized political parties, the ever-changing electorate, campaigns, polls, and other factors. The objective of the study is for pupils to become more effective voters and citizens resulting in an improved democratic society. Six units are: 1) The Basis of Democracy: Free Elections; 2) Constitutional Provisions for Elections; 3) Constitutional Changes; 4) The Two Party System; 5) Elections in the United States; 6) Campaigning for Office. A short bibliography is included. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 063 204 SO 002 960
Abrams, Grace G. Schmidt, Frances
Social Studies: Minorities in American Society.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, American Culture, American History, Behavioral Objectives, Cultural Pluralism, Curriculum Guides, *Ethnic Groups, *Ethnic Studies, Immigrants, *Intergroup Education, *Minority Groups, Resource Guides, Secondary Grades, Social Discrimination, Social Problems, *Social Studies Units
Identifiers—Florida, *Quinmester Programs
This guide describes and outlines a course that focuses on a historical view of the ethnic, racial, and religious composition of our society with emphasis on how minorities have contributed to the makeup of America. The problems and progress of the major minority groups are also examined. The concept that everyone is part of a minority and that every minority has contributed to the whole of American culture is stressed. The course is designed as an elective course for grades 7 through 12, and is intended to fit the quinmester organization of schools. Course content, which is closely integrated with 13 behavioral objectives, is organized around the following sections: 1) types of minorities; 2) history; 3) causes of minority prejudices; 4) effects of prejudice; 5) role of government at all levels; 6) role of volunteer organizations; 7) contributions of minority groups; 8) progress in solving problems; and 9) pluralism vs. melting pot theories. A wide variety of student materials and several resources for the teacher are listed. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/JLB)

ED 063 205 SO 002 964
LaRoe, Margaret E.
Social Studies: Advanced Techniques in the Social Sciences.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—49p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Advanced Programs, Anthropology, Critical Thinking, Curriculum Guides, Economics, Elective Subjects, Fundamental Concepts, Geography, Grade 10, Grade 11, Grade 12, History, Inquiry Training, Political Science, Research Methodology, Resource Guides, Scientific Methodology, Secondary Grades, *Social Sciences, *Social Studies Units, Sociology
Identifiers—Florida, *Quinmester Program
The quinmester course described in this guide is intended as an elective for grades 10-12. The student should have considerable background in the social studies and be considering a career in this field. The course emphasizes methods of the social scientist, including research techniques, statistics, historiography, social sampling surveys, case studies, critical analysis of issues, etc. The student does independent work applying the techniques. Some of the goals for the course are that students will: 1) define and identify the basic concepts of history, anthropology, political science, geography, economics, and sociology; 2) formulate generalizations about the purposes of social sciences; 3) list the general steps in social science research; and, 4) apply specific learnings to an individual or group research project dealing with a problem in one or more selected social science disciplines. A wide variety of learning activities and instructional materials characterize the course. The guide provides a close parallel between the behavioral objectives and learning activities. (Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/AWW)

ED 063 206 SO 002 965
Abrams, Grace C. Schmidt, Fran
Social Studies: Prejudice in America.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, *Bias, Cultural Differences, Curriculum Guides, *Discriminatory Attitudes (Social), Junior High Schools, Racial Attitudes, Racial Differences, *Racial Discrimination, Resource Materials, Secondary Schools, Social Attitudes, *Social Discrimination, *Social Studies Units
Identifiers—Florida, *Quinmester Programs
This quinmester course of study for grades 7 through 12 examines the nature and causes of prejudice in a psychological, sociological, and biological frame of reference. Emphasis is upon discovering the patterns of prejudice and discrimination. Activity units require the students to investigate prejudice by inquiring affectively and cognitively into the problem. Eight units are: 1) Prejudice, requiring students to define and give examples; 2) and 3) Nature and the Causes of Prejudice; 4) Effects of Prejudice Politically, Socially, and Economically; 5) Role of Society; 6) Role of Mass Media; 7) Role of Private and Government Institutions and Agencies; and, 8) Role of the Individual. An extensive bibliography of textual and audio visual materials is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

ED 063 207 SO 002 967
Norris, Jack A.
Social Studies: Human Relations: Home and Family Education.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, Behavioral Objectives, Curriculum Guides, Decision Making, Grade 10, Grade 11, Grade 12, Group Rela-

tions, Human Relations, *Human Relations Units, *Intergroup Education, *Interpersonal Relationship, Resource Guides, Secondary Grades, *Social Relations, *Social Studies Units
Identifiers—Behavioral Studies, Florida, *Quinmester Programs
An analysis of how and why people behave toward each other as they do is the focus of this quinmester, elective course for grades 10 through 12. It includes group dynamics, ways of communicating with people effectively, problems of interpersonal relationships, conflict and adjustment, value systems, prejudice, and decision making on a group and individual basis. Some of the course goals are for students to generalize that: 1) human beings are in all ways similar and in all ways unique; 2) all human beings experience conflict and adjustment; 3) prejudice, preconception, and ignorance of other people tend to generate fear and hatred; 4) group cooperation generally facilitates problem solving; and, 5) it would be a gift if we could see ourselves as others see us. The guide is divided into a broad goals section, a content outline, objectives and learning activities, and required and supplementary resources for teacher and student. Learning activities include experiences in self revelation, simulation games, small and large group discussions, and role playing. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

ED 063 208 SO 002 970
Henkel, Joan
Social Studies. The Development of Europe: 1000 B. C. - 1000 A. D.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *Ancient History, Behavioral Objectives, Critical Thinking, Curriculum Guides, *European History, *Greek Civilization, History, History Instruction, *Medieval History, Problem Solving, Questioning Techniques, Resource Materials, Secondary Grades, Social Studies Units, Western Civilization, *World History
Identifiers—Florida, *Quinmester Program
This quinmester curriculum guide for grades 10-12 provides a framework for studying ancient history through medieval history. Emphasis is upon examining the formation and evolution of Western Civilization and considering the political, philosophical, and cultural impact that these periods exerted in the past and how they affect the present. How ethical values, originating in these ancient cultures, shaped and contributed to modern society are investigated. Students will recognize that both political ideals and democratic concepts were Hellenistic contributions. Historical content is examined through the use of inquiry, critical thinking, and problem solving techniques. Four units are: 1) Civilization of Ancient Greece; 2) Civilization of Ancient Rome; 3) Rise of Christianity; and, 4) Medieval Period. A bibliography is included. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/SJM)

ED 063 209 SO 002 971
Government and Political Science. A Resource Guide.
Texas Education Agency, Austin. Div. of Program Development.
Pub Date 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Government (Course), Bibliographies, *Civics, *Political Science, *Political Socialization, Resource Guides, Secondary Grades
Identifiers—Texas
This resource guide was prepared to provide government and political science teachers with information on recent trends and developments in political science, sources of classroom materials, and a listing of professional references. It is hoped that the guide will be helpful to social studies supervisors, librarians, political science educators and teacher education specialists. The guide includes: 1) a reprint of an article by John Patrick, "Implications of Political Socialization Research for the Reform of Civic Education", and comments by Robert E. Cleary; 2) references to political science readings for the professional; 3) a directory of relevant professional organizations; 4) a briefly annotated list of paperback reading sets available for instructional purposes; and, 5) a listing of taped student materials. (Author/JLB)

ED 063 210 SO 002 993
Desmond, Kathleen
Introduction to Development: Bridge to Peace.
American Freedom from Hunger Foundation, Washington, D.C.
Pub Date 70
Note—47p.
Available from—American Freedom from Hunger Foundation, 1717 H Street, N.W., Washington, D.C. 20006 ($1.00)
Document Not Available from EDRS.
Descriptors—*Developed Nations, *Developing Nations, *Economic Development, *Economic Disadvantagement, Higher Education, Human Dignity, Hunger, Peace, Resource Guides, Secondary Grades, Social Problems, Social Studies Units, Teaching Guides, World Problems
Identifiers—Social Justice
This is a flexible unit for use in a school curriculum or an off-campus seminar. In it, development is defined as progress toward the achievement of economic, social and political conditions under which all can enjoy a reasonable standard of living and each individual will have the opportunity to reach his/her highest potential for human growth and well-being. Poverty is one of the greatest obstacles to human growth and forms the focus of this unit. The study of poverty in this country is integrated with the study of poverty in the developing countries. The unit is primarily designed for United States youth who have never personally experienced dire poverty; the class, however, will benefit if persons from lower socioeconomic groups participate. Because of the broad scope of the topic, it is envisioned that individuals will be reading from diverse sources. Therefore, seminar leaders will function primarily as coordinators and resource persons. The unit is divided into three broad sections: What is the situation; What are the causes of the present situation; and, What can be done? For each of the subdivisions of these three parts, lists of readings, films, activities and discussion questions are suggested. Each class should select and add items best adapted to their time and needs. Sources for course leaders, and materials for certain unit activities appear in appendices. (Author/JLB)

ED 063 211 SO 002 994
The American Society and the Selective Service System.
Madison Public Schools, Wis.
Pub Date 72
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Armed Forces, Behavioral Objectives, Curriculum Guides, Grade 12, High Schools, *Military Service, Resource Guides, Secondary Grades, *Social Studies Units
Identifiers—Draft, *Selective Service
This unit is an attempt to provide students approaching draft age with a rationale for what we currently have in Selective Service, how it came about, and an opportunity to discuss options which are being offered to modify, change, and abolish the selective service concept. The purpose of the unit is not to promote the rightness or wrongness of a particular point of view, but rather to promote the position that each citizen have access to the fullest possible information regarding the draft and various options in relation to it. The outline of content suggests a range of possibilities only, and, as conceived, the unit would take about 10 days of instruction. It is the intent of the authors that students plan with teachers in developing the substance of this unit, and teachers are encouraged to orchestrate the content of the unit according to the nature of changing events and perceived needs of students. The behavioral goals and learning experiences in the instructional model draw from the content outline but do not attempt to cover every point in it. For each section of the unit, a bibliography and suggestions for discussion/projects are provided. (Author/JLB)

ED 063 212 SO 003 019
Hu, Shi Ming
Education in the People's Republic of China (Mainland) from 1949 to 1969. Occasional Paper 7.
State Univ. of New York, Stony Brook. American Historical Association Education Project.
Pub Date 72
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Asian History, Communism, *Comparative Education, Educational Change, Educational Development, *Educational History, Educational Methods, Educational Philosophy, Educational Policy, *Educational Practice, Foundations of Education, Higher Education, History, Non Western Civilization, Resource Materials, Secondary Education, Socioeconomic Influences
Identifiers—*China
The Occasional Paper is intended as a resource document and is designed to provide teachers of Asian studies with an authoritative study of education in the People's Republic of China from 1949 to 1969 where educational effort focuses upon the needs of society rather than the individual. The first twenty years of the history of the People's Republic of China is categorized in terms of six distinct periods of educational reforms. Each of these six periods is analyzed by Dr. S. M. Hu according to its political emphases, educational policy and curriculum trends. The first period of 1949 to 1952 was a consolidation of the regime built, the second period of 1953 to 1957 concentrated on the Five-Year Plan with strong Soviet influence, the third period of 1958 to 1959 impressed the world with the movement of communes and the "Great Leap Forward," the fourth period of 1960 to 1963 proceeded cautiously with a "retrenchment" program, the fifth period of 1964 to 1965 marked by a sharp two-line Party struggle, and the sixth period of 1966 to 1969 alarmed the world with the "Great Cultural Revolution" which means to prepare a new breed of generation. (Author)

ED 063 213 SO 003 020
Stoddard, Theodore L. And Others
Area Handbook for the Indian Ocean Territories.
American Univ., Washington, D.C. Foreign Area Studies.
Pub Date 71
Note—174p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Studies, Cultural Context, Demography, *Developing Nations, Economics, *Ethnic Groups, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, Guides, History, Institutions, Religion, Social Structure, Social Systems
This volume, one of a series of handbooks on foreign culture, is intended as a reference tool for military and other personnel requiring an objective, comprehensive, and balanced description of the Indian Ocean Territories, namely, the two republics of Meldives and Mauritius, and the two European dependencies of Seychelles and Reunion. An analytical appraisal of social, economic, and political aspects is provided with emphasis on the interaction of these societal elements in an attempt to convey to the reader an understanding of the country and the people of the area who widely differ in ethnic backgrounds and from one territory to another. The handbook provides a description of not only the physical characteristics of the territories but also of changes that are expected to occur. Since none of the territories are economically self-sufficient, the need for economic diversification and development is a recurring theme. Other information about the territories includes historical background, physical environment, population and labor force, ethnic groups, languages, religion, culture and security. Additional features are an area summary and a bibliography. Related documents are: SO 002 053 through SO 002 058, SO 002 428, and SO 002 249. (Author/SJM)

ED 063 214 SO 003 025
Renner, Richard R.
Education for a New Colombia.
Institute of International Studies (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—OE-14152
Pub Date 71

Contract—OEC-0-70-2717; OEC-1-7-07117-5231
Note—209p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Comparative Education, *Educational Administration, Educational Development, *Educational History, Educational Philosophy, *Educational Practice, *Educational Problems, Elementary Education, Financial Support, General Education, Government Role, Higher Education, Kindergarten, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education
Identifiers—*Colombia, South America

This study, one of a series of publications on education in other countries, describes all major levels and types of education in Colombia against a background of the relevant economic, cultural, and social features of that country. The first two chapters depict features of Colombia essential to understanding the context within which its educational system functions. Chapter 3 discusses educational landmarks and traditions in hopes that by reflecting on unsolved problems in the past current problems in education can be better understood. The National Government has been responsible for educational activities, plans, and programs since the Ministry of Public Instruction was created in 1903. Chapter 4 explains school organization and administration, while chapter 5 emphasizes planning and development of education identifying problems and determining priorities. Enrollment increases are evident in kindergarten, elementary, secondary, vocational, and higher education. Much of this report (chapters 6 through 19) is devoted to reporting the history, purposes, structure and organization, facilities, curriculum, methods, problems, and criticisms of education at each of these levels. Other chapters on Colombian education are included on teachers and teacher education; private education; other educational programs; and international and foreign educational influences. The final chapter focuses on achievements and prospects for the future in Colombian education. A selected bibliography is included. (Author/SJM)

ED 063 215 SO 003 027
Roberts, Thomas B.
Seven Major Foci of Affective Experiences: A Typology for Educational Design, Planning, Analysis, and Research.
Northern Illinois Univ., De Kalb.
Pub Date [72]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, *Affective Objectives, Behavioral Objectives, Creativity, Educational Objectives, Emotional Development, Guidance Objectives, Humanism, Individual Development, Individualism, Interpersonal Competence, Personal Growth, *Self Actualization, *Self Concept, Teaching Models, *Teaching Techniques
Identifiers—*Humanistic Education

Affective education attempts to educate the emotions. Many available works describing affective techniques offer little guidance to teachers who wish to design their own learning experiences or to administrators and researchers who want to understand and analyze what's going on in affective education. This taxonomy not only describes some objectives of learning experiences, but classifies affective education into seven major types and eight subtypes giving teachers, curriculum designers, and administrators a means of adding reason in their selection of affective experiences. When planning affective experiences teachers can cast affective methods within categories of personal awareness, creative behavior, interpersonal awareness, subject orientation, specific content (joining affective and cognitive), affective styles of teaching/learning, and teacher, administrator, and other educators (the focus here is on the educator as a growing person). A perfect technique would meet the criteria of all seven. Transfer values high in this typology which applies to educational situations but can be adapted to business situations and also to other fields. A short bibliography is included. (Author/SJM)

ED 063 216 SO 003 028
Marans, Robert W. And Others
Youth and the Environment: An Evaluation of the 1971 Youth Conservation Corps.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date 72
Note—280p.
Available from—Institute for Social Research, Publications Division, University of Michigan, P. O. Box 1248, Ann Arbor, Michigan 48106 ($5.00 single copy; Quantity Discounts)
Document Not Available from EDRS.
Descriptors—*Conservation Education, Ecology, Environment, *Environmental Education, Natural Resources, *Outdoor Education, *Program Evaluation, Secondary School Students, Self Concept, Social Attitudes, Summer Programs, Work Experience Programs, Youth Employment, *Youth Programs

This report presents the results of a study of approximately 2400 young people who, for 8 weeks in the summer of 1971, participated in the first part of a three-year Youth Conservation Corps Pilot Program. The main objective of the study is to evaluate the impact of the program on the young people in regard to environmental education, social relations, skill-development, and self concept. Program evaluations are based upon responses from three sources of information; a group-administered questionnaire given to individual corps members at the beginning and at the end of their camp sessions; a camp directors' questionnaire; and selected camp site visits. Research findings show that most responses of corps members to the camp program were very favorable. They stated that the experience not only contributed to the development of quality work and recreational skills, but also increased their ability to live with and accept other people. While corps members entered and left the program highly concerned about environmental programs, environmental knowledge and understanding increased only slightly. Two directions recommended for future research are to continue the analysis of data collected in 1971, and, secondly, collect new data beyond 1971. (Author/SJM)

ED 063 217 SO 003 031
Tedford, Thomas L., Editor
Free Speech Yearbook: 1971.
Speech Communication Association, New York, N.Y.
Pub Date 71
Note—126p.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Academic Freedom, Activism, Bibliographies, *Censorship, *Civil Liberties, Democracy, *Dissent, *Freedom of Speech, Freedom Organizations, Higher Education, Political Attitudes, Student Rights, Yearbooks

This publication of ten scholarly articles provides perspectives on problems and forces that inhibit freedom of speech. 1) "Freedom of Speech and Change in American Education" suggests that a more communicative society, and increasing academic freedoms, helps schools adapt to social change; 2) "Syllabus and Bibliography for 'Issues in Freedom of Speech'" provides a framework for examination of theories, cases, and issues related to freedom of speech; 3) "Survey Research in Free Speech Attitudes" summarizes free speech attitudes held by Americans; 4) "-Federal Censorship of National Open Forum Radio" reports a conflict of attitudes between important legislative and administrative figures concerning broadcasting; 5) "The Crisis in Public Confidence in Public Communication"; 6) "The resistance and the Court: The Punitive Draft Cases"; 7) "The Flag as a non-Verbal Symbol: gives five explanations for the behavior of flag "-supporters"; 8) "Symbolic Speech: A Constitutional Orphan" states that all symbolic speech should be given full First Amendment protection; 9) "The Supreme Court and the First Amendment: The 1970 Term" examines the Pentagon Papers case in the context of a series of decisions; 10) "Freedom of Speech Bibliography: July 1970--June 1971 Articles, Books, and Court Decisions." (Author/SJM)

ED 063 218 SO 003 034
Development of an Inservice Model for Implementing New Methodology in the Social Studies Curriculum. End of Project Period Report. Volume V.
Madison Public Schools, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—143p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Analysis, Elementary School Teachers, Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, *Inservice Teacher Education, Inservice Teaching, *Interaction Process Analysis, Secondary School Teachers, Social Studies, Statistical Analysis, *Summative Evaluation, Teacher Behavior, Teacher Education, Teacher Programs
Identifiers—*Title III Report

A major portion of this report explains an evaluation system for producing objective data regarding teacher classroom performance after inservice training changed their role or behavior in the classroom. Three major objectives for the workshop inservice courses are: 1) to make teachers facilitators of knowledge; 2) to change the type of teaching learning transaction of participating teachers from deductive (read or say) to inductive (inquire and share); and 3) to transmit to teachers mastery of TABA teaching strategies of concept development, interpretation of data, feelings and values, and application of generalizations. Each participant is required to record an audio-taped discussion session in the classroom at the beginning of the program, halfway through the program, and again at the end of the course. These tapes will be analyzed for specific items relative to good teaching procedures as explained in the report. Supplements include interaction charts and graphs, evaluation charts, and a short section on establishing a criterion level. Six appendices related to the 2 credit hour university course are provided. (Author/SJM)

ED 063 219 SO 003 040
Olsen, Henry D.
Changes in Academic Roles of Black and White Compensatory Education Students and Its Effects on Self-Concept-of-Academic-Ability.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—12p.; Paper presented at the annual meeting of the American Educational Research Association
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Ability, *Academic Achievement, Affective Objectives, Behavioral Objectives, *Compensatory Education, Educationally Disadvantaged, *Educational Research, Educational Testing, Higher Education, Self Actualization, *Self Concept, *Self Concept Tests, Self Congruence, Self Esteem

A relationship exists between an individuals' perception of his ability to learn and his academic achievement. This paper reports the findings of a study designed to identify the level of self-concept of academic ability of 121 students, comprised of 108 blacks (64 males and 44 females) and 13 whites (7males and 6 females), upon enrollment in and completion of a pre-college compensatory education program in New York State during 1968-1969. Enrollment in compensatory education constitutes one academic role, while completion constitutes another role. The Brookover Self-Concept-of-Academic-Ability Scale was administered to subjects upon entering and again upon completing the program. It was theorized that there would be a positive change in self-concept of academic ability of 1) each subject as a result of moving from one role to another; 2) black and white subjects from test 1 to test 2; and, 3) both male and female subjects from test 1 to test 2. It was concluded that changes in academic roles had a positive effect on the self-concept of academic ability of male and female black subjects; but only for white male subjects. The research indicates that compensatory education programs could positively affect self-concept improvement contributing to academic achievement. (Author/SJM)

ED 063 220 SO 003 044
Thompson, Hugo W.
High School Philosophy. Report of a Feasibility Study, 1968-1971. CSCA - Carnegie Philosophy Project.
Central States Coll. Association, Rock Island, Ill.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date 71
Note—4p.
Available from—Central States College Association, 1308 20th Street, Rock Island, Illinois 61201 (No Charge)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Course Descriptions, Course Evaluation, Course Objectives, *Curriculum Development, *Curriculum Research, *High School Curriculum, *Humanities Instruction, *Philosophy, Program Descriptions, Program Evaluation, Projects, Secondary Grades, Student Attitudes, Suburban Schools, Teacher Qualifications, Urban Schools
Identifiers—*CSCA Carnegie Philosophy Project
This document is a summary report on a three-year project (1968-71) to determine the feasibility of high school philosophy courses. Two high schools in the Chicago inner city and eight in the suburbs were selected to participate. Representatives of the schools participated in the selection of project teachers. The staff aimed to discover what philosophical literature students could read profitably, whether they could pursue philosophical questions, how much they could improve in philosophical critical thinking, and how they would respond to various teaching methods. Different course patterns developed, however, "dialectic discussion" came to be the basic procedural element in the instructional process. The teacher functioned as guide, resource, counselor, and model. All project teachers had preparation beyond the Masters degree, with majors in philosophy. Project evaluations included student responses, independent analyses, administrator and staff appraisals. Some conclusions: 1) feasibility of teaching philosophy in high school has been demonstrated; 2) benefits to students are various, highly personal, and difficult to measure; and, 3) teacher qualifications are particularly important. Certain recommendations are made based on these conclusions. (SO 002 723 is related.) (Author/JLB)

ED 063 221 SO 003 066
Newman, Sally
A Brief Overview of Open Classroom Education.
Pub Date 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, Educational Objectives, Flexible Classrooms, *Open Plan Schools, Secondary Education, Skill Development, Skills, *Student Teacher Relationship, Success Factors, *Teacher Attitudes, Teacher Characteristics, Teacher Responsibility, Teacher Role, *Teaching Skills
This brief overview is intended for educators concerned with the realities of implementation and techniques for operational success in open classroom education. Presented are enumerations of statements on 1) essential environmental components that exist in a successful classroom in which the childs' needs, intellectual, and social abilities are the focus of education; 2) roles of teachers; and 3) responsibilities of teachers. Criteria provided for teacher success in an open classroom are that competent teachers demonstrate achievement in cognitive, affective, and psychomotor domains; are committed and involved; and maintain positive attitudes about children, learning, and knowledge. An explanation of Barths' dissertation, "Assumptions About Learning and Knowledge", a teacher attitude scale dealing with teachers' beliefs about childrens' learning behaviors, is included. In an open environment children are expected to develop a number of listed measurable skills enabling teachers to evaluate each students' development. Several statements are given on prevalent misconceptions about open education. It is concluded that successful implementation of open classroom methods is a unique gradual process and has no predictive time: success occurs with smoothness of procedure and evidence of learning and growth. (Author/SJM)

ED 063 222 SO 003 074
Talmage, Harriet Mendelson, Lloyd J.
Project Wingspread. Metropolitan Community Resources as the Interface for Open Communications. Objectives.
Chicago Board of Education, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, *Community Study, *Cultural Interrelationships, Educational Objectives, Elementary Education, Experimental Programs, *Field Experience Programs, *Free Choice Transfer Programs, Program Descriptions, Program Evaluation, Secondary Education, Social Studies Units, Urban Studies
Identifiers—*Wingspread Project
This publication, part of supplementary materials for a National Council for the Social Studies Conference paper described in SO 003 075, characterizes and offers evaluations on the Wingspread Project. A number of school exchange programs for varying age groups of suburban and urban young people from diverse backgrounds emphasizes a sense of community when students explore social issues and learn about each other. The supplementary materials paper includes: 1) ten project objectives to heighten the awareness of and the commitment to metropolitan community living; 2) three basic models developed to implement the various programs at the intermediate, upper-grade, and high school level; 3) a description of the manner in which a typical high school Wingspread program is implemented; 4) a summary of the follow-up study concluding from assessment of teachers, counselors, and students that Wingspread project affected them personally; 5) a summary of an evaluation report mentioning areas of conflict and areas of positive impact; and, 6) a list of program materials and units for elementary, junior and senior high grades. Related documents are SO 003 075 and SO 003 091. (Author/SJM)

ED 063 223 SO 003 075
Talmage, Harriet Mendelson, Lloyd J.
Project Wingspread. Metropolitan Community Resources as the Interface for Open Communications: Ideology and Social Studies Action Programs.
Chicago Board of Education, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, Community Schools, *Community Study, Conference Reports, *Cultural Interrelationships, Educational Objectives, Elementary Education, Experimental Programs, *Field Experience Programs, *Free Choice Transfer Programs, Intercultural Programs, *School Community Relationship, Secondary Education, Social Studies Units, Urban Studies
Identifiers—*Wingspread Project
This paper, presented in 1971 at the National Council for Social Studies Conference in Denver, advocates structuring elementary and secondary social studies programs around social intelligence in the Deweyan sense rather than building them around ideology. Too often programs espousing an ideology are touted as the best approach toward solving social problems in America when in fact they soon become obsolescent, predetermine student judgements, and predispose a conclusion. Project Wingspread, a social intelligence building program with ideological roots steeped in liberal tradition, goes beyond acknowledgement of social injustice. Rather it emphasizes cross community cooperation of suburban and urban students exposing them to racial and cultural diversity. Ten program objectives espoused no single ideology: each student formulated his personal views on issues after investigating community problems. Implications of these types of exchange program are: 1) social studies curriculum development; 2) cross community cooperation; 3) alternative types of exchange programs; and, 4) role of ideology in social action programs. Related documents are SO 003 074 and SO 003 091. (SJM)

ED 063 224 SO 003 091
Mendelson, Lloyd J.
Project Wingspread. Education for Metropolitan Living: High School Curriculum Overview.
Chicago Board of Education, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, Community Schools, *Community Study, Course Descriptions, Cultural Exchange, Educational Objectives, Experimental Programs, *Field Experience Programs, Intercultural Programs, *School Community Relationship, Secondary Education, Social Integration, *Social Studies Units, *Urban Studies
Identifiers—*Wingspread Project
The curriculum overview, intended for secondary teachers, describes the general objectives, methodology, and units of the Wingspread project. Goals of the project are to prepare individuals to function in a complex society; to promote academic and social development through personal and direct involvement with problems in a metropolitan society; and to bring together youth of different cultural backgrounds for the purpose of improving intergroup relations. Each unit, lasting approximately four weeks, fosters cultural exchange, community understandings, and problem solving, and utilizes community resources. The four units described here are: 1) "Social Problems in Law and Justice" investigates constitutional history, utilizes a case study approach, and examines other cases in connection with on-the-scene field class experiences in the court; 2) "Social Anatomy of the Metropolis" offers a study on the historical background of racial and ethnic groups in America; 3) "Dynamics of Urban Change" presents students with concepts necessary for an understanding of the forces that influence community development; and, 4) "Man's Urban Expression" addresses itself to the twentieth century culture of urban man and man's adaption to urbanization. Related documents are: SO 003 074 and SO 003 075. (Author/SJM)

ED 063 225 SO 003 093
Fleming, W. G.
The Expansion of the Educational System. Ontario's Educative Society Series, Volume One.
Pub Date 71
Note—367p.
Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 ($60.00, Set of Five Volumes)
Document Not Available from EDRS.
Descriptors—Books, Degrees (Titles), Demography, *Educational Development, Educational Facilities, *Educational Finance, *Educational Problems, Educational Trends, Elementary Education, Enrollment Projections, General Education, Higher Education, *School Demography, *School Statistics, School Systems, Secondary Education, Teacher Characteristics
Identifiers—Canada, Ontario
"Ontario's Educative Society," volumes one through seven, provides in descriptive manner a comprehensive study of the educational system in this province. Early educational development is scanned from the 19th century to the present, with focus upon the recent period. Purposes of this first volume are: to identify major issues and problems in education; to serve as a reference tool for many readers; and to offer a general introduction to the whole series. Major contemporary issues and problems are briefly discussed in the introduction, followed by seven chapters on topics describing quantitative growth of the educational system in the characteristics of population, school enrollment, the proliferation of educational institutions, university enrollment, enrollment in other post-secondary institutions, characteristics of teachers, and the financing of education. The 46 charts and 225 tables provide specialized statistical data. Related documents are: SO 003 094 through SO 003 097. (Author/SJM)

ED 063 226 SO 003 094
Fleming, W. G.
The Administrative Structure. Ontario's Educative Society Series, Volume Two.
Pub Date 71
Note—565p.
Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 ($60.00, Set of Five Volumes)
Document Not Available from EDRS.
Descriptors—Administration, Administrative Agencies, Administrative Change, *Boards of Education, Books, *Educational Administration, *Educational Development, *Educational Finance, Elementary Education, Government (Administrative Body), Higher Education, *School Administration, School Systems, Secondary Education, University Administration
Identifiers—Ontario, Canada
This volume, second in a series of seven described in SO 003 093, focuses upon the organization and management of Ontario's educational system. The development and functions of the Department of Education and the local school systems, the financing of education and the educational activities of provincial and

federal governments are studied. Activities of the department since 1965 are examined giving a thorough analysis of the consolidation of local administrative units in 1969. Detailed descriptions of the financing of education, the budgetary practices of the department, and the system of federal and provincial grants are given. The last section gives a description of every type of educational activity of the provincial and federal governments. A general index and an index of persons is provided. Related documents are SO 003 094 through SO 003 099. (Author)

ED 063 227 SO 003 095
Fleming, W. G.
Schools, Pupils, and Teachers. Ontario's Educative Society Series, Volume Three.
Pub Date 71
Note—622p.
Available from—University of Toronto Press, 33 Tupper Street, Buffalo, New York 14203 ($60.00, Set of Five Volumes)
Document Not Available from EDRS.
Descriptors—Books, *Curriculum Development, *Educational Development, Educational Facilities, *Educational Objectives, *Educational Philosophy, Elementary Education, Foundations of Education, School Administration, School Systems, Secondary Education, Special Education, Teacher Role, Teacher Welfare
Identifiers—Ontario, Canada
Volume III, part of a series described in SO 003 093, covers evaluation of the school structure and curricula, and attempts to show how the process of education has operated up through the secondary level. Emphasis is upon the basic units in the educational system: student, teacher, and school. Aims of education are examined, historically and philosophically, and the development of various types of schools are described. Evolution of major curricular practices and concepts prevailing in Ontario schools down through the years are traced. Detailed analyses of change made in science, social sciences, and French, along with examination of strategies and methods, are provided. The book presents an analysis of the use of educational media, a description of educational facilities, a discussion on the role and status of teachers and teacher welfare, and devotes a chapter to the provincial Committee on Aims and Objectives of Education in the Schools of Ontario, among other topics. Related documents are SO 003 093 through SO 003 097. (Author/SJM)

ED 063 228 SO 003 096
Fleming, W. G.
Post-Secondary and Adult Education. Ontario's Educative Society Series, Volume Four.
Pub Date 71
Note—771p.
Available from—University of Toronto Press, 33 Tupper Street, Buffalo, New York 14203 ($60.00, Set of Five Volumes)
Document Not Available from EDRS.
Descriptors—Adult Vocational Education, Books, College Programs, College Role, Colleges, Educational Development, Educational History, Government Role, *Higher Education, *Institutional Research, *Post Secondary Education, Student Evaluation, Technical Education, *Universities, University Administration, *Vocational Education, Vocational Retraining, Work Experience Programs
Identifiers—Ontario, Canada
This fourth volume of "Ontario's Educative Society," deals with the development and activities of universities, colleges of applied arts and technology, and other institutions of post-secondary education, as well as with public and private training activities in business and industry. The chapters are: 1) The role of the university; 2) Developing relationships between the universities and the provincial government and inter-university co-ordination; 3) Highlights in the development of each Ontario university; 4) University government; 5) Observations on certain university programs; 6) University teaching; 7) Evaluation of student success; 8) University research; 9) Miscellaneous university functions and services; 10) Student activities and attitudes; 11) Student assistance; 12) University faculty affairs; 13) Institutes of technology; 14) Other institutions for technological and trades training; 15) Origin, nature, and purposes and the organization of the colleges of applied arts and technology; 16) The process of education in the colleges of applied arts and technology; 17) The Ontario college of art; 18) Nursing education; 19) Government programs for adult training and retraining; and, 20) Training within business and industry. (Author/AWW)

ED 063 229 SO 003 097
Fleming, W. G.
Supporting Institutions and Services. Ontario's Educative Society Series, Volume Five.
Pub Date 71
Note—545p.
Available from—University of Toronto Press, 33 Tupper Street, Buffalo, New York 14203 ($60.00, Set of Five Volumes)
Document Not Available from EDRS.
Descriptors—Admission Criteria, Books, College Admission, Educational Development, Educational Radio, *Educational Research, *Educational Television, Elementary Education, Inservice Teacher Education, Institution Libraries, Research and Development Centers, Secondary Education, Teacher Certification, *Teacher Education, *Teachers Colleges, Teacher Supply and Demand, *Testing Programs
Identifiers—Ontario, Canada
This fifth volume of "Ontario's Educative Society," relates to a variety of institutions and activities such as teacher preparation, research and development, educational television services, and externally administered examinations. It describes in detail the creation and growth of the Ontario Institute for Studies in Education and its research activities. The chapters are: 1) The development of facilities and certification requirements for the preparation of elementary school teachers; 2) The development of the educational process in institutions for the preparation of elementary school teachers; 3) Issues in elementary teacher training; 4) The report of the Minister's Committee on the training of elementary school teachers; 5) The development of the colleges of education; 6) Requirements for admission to colleges of education; 7) The response of the colleges of education to the shortage of secondary school teachers; 8) Ideas about the preparation of secondary school teachers; 9) Inservice teacher education; 10) Research and development; 11) The Ontario grade 13 departmental examination system; 12) Departmental essay-type examinations in grade 12; 13) Departmental objective testing in grade 12; 14) Objective testing for university admission; 15) Radio and television; and 16) The provincial library system. (Author/AWW)

ED 063 230 SO 003 112
Coplin, William D.
The State System Exercise. Learning Packages in International Relations. Learning Package One.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.
Pub Date 71
Note—51p.
Available from—Markham Publishing Company, 3322 West Peterson Avenue, Chicago, Illinois 60645 ($1.25; Quantity Discounts)
Document Not Available from EDRS.
Descriptors—Autoinstructional Aids, Concept Teaching, Foreign Policy, *Foreign Relations, Higher Education, *International Education, Military Organizations, Political Science, Programed Instruction, *Simulation, *Social Systems, Teaching Guides, Theories, *World Affairs
Identifiers—*International Relations Program, Learning Packet Activity
Learning package 1, the first in a series of four, incorporates a simulation exercise designed to help students in higher education understand factors that affect the stability of the international relations system. Focus is on a "system" perspective in order to show the historical development and to point up the operation of various balance of power patterns. Students are introduced to concepts used by statesmen pertaining to the international political system. The manual is divided into two parts: 1) briefly discusses ten basic theories expressing the nature of stability in the international political system along with analysis activities; 2) consists of the participants manual containing simulation exercises requiring three class periods and "post simulation" analytical activities. Three cycles of the exercise, each representing a historical stage in the state system, are: the classical state system of the 18th century, the modern state system of the late 19th and early 20th centuries, and the contemporary system. A short bibliography of relevant readings is provided. An instructors manual accompanies the package. Related documents are: SO 003 113 through SO 003 115. (Author/SJM)

ED 063 231 SO 003 113
Coplin, William D. Rochester, J. Martin
Foreign Policy Decision Making. Learning Packages in International Relations. Learning Package Two.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.
Pub Date 71
Note—37p.
Available from—Markham Publishing Company, 3322 Weste Peterson Avenue, Chicago, Illinois 60645 ($1.25; Quantity Discounts)
Document Not Available from EDRS.
Descriptors—Autoinstructional Aids, *Decision Making, *Foreign Policy, *Foreign Relations, Higher Education, International Education, Political Science, Programed Instruction, *Role Playing, Simulation, Teaching Guides, *World Affairs, World Problems
Identifiers—*International Relations Program, Learning Packet Activity
The programed instruction, second in a series of four, presents a role playing simulation aimed at creating a simplified setting involving college level students in the decision-making process. It is hoped that they will gain perception of the total process by examining "why" decision-makers behave as they do and reach given decisions. Emphasis is upon students developing awareness of the role of intellectual, ideological, and organizational factors in foreign policy decision making. The manual is arranged into two parts. Part I presents: 1) nine brief foreign policy decision-making theories illustrating the idea that it is the individual, not the state, who makes decisions; 2) analysis activities and, 3) bibliography of suggested readings related to the concepts and propositions of which the simulation exercise is based. Part II contains rules and background for participation in three role playing exercises that illustrate the operation of the various factors in making three types of foreign policy decisions--crisis, general, and administrative. An instructors manual accompanies the package. Related documents are SO 003 112 through SO 003 115. (Author/SJM)

ED 063 232 SO 003 115
McGowan, Patrick J. O'Leary, Michael K.
Learning Packages in International Relations. Learning Package Four: Comparative Foreign Policy Analysis Materials.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.
Pub Date 71
Note—51p.
Available from—Markham Publishing Company, 3322 West Peterson Avenue, Chicago, Illinois 60645 ($1.25, Quantity Discounts)
Document Not Available from EDRS.
Descriptors—Autoinstructional Aids, *Comparative Analysis, *Data Analysis, Foreign Countries, *Foreign Policy, *Foreign Relations, Higher Education, Political Science, Programed Instruction, Social Sciences, Teaching Guides, World Affairs, World Problems
Identifiers—*International Relations Program, Learning Activity Packets
The materials in this learning package are designed for upper division college students or beginning graduate students introducing them to the comparative study of foreign policy. Emphasis is upon analysis of internal and external "causes" of the foreign policy behavior of contemporary states. Using the data provided, students should be able to test various ideas found in popular media on foreign policy. The manual is divided into two parts. Part one contains discussion of the origins of the field of comparative foreign policy analysis, the nature and value of studying foreign policy comparatively, and provides a framework for organizing information about the foreign policy behavior of states. Part one also discusses ways in which data in Part two can be used for the comparative study of foreign policy. Part two contains a country key code; a description of 38 data variables on 114 countries; a codebook for the data listing; and a listing of comparative foreign policy data. A bibliography is included. (Author)

ED 063 233 SO 003 133
Elias, Andrew
Manpower Trends in Czechoslovakia: 1950 to 1990.
Bureau of Economic Analysis (DOC), Washington, D.C. Div. of Foreign Demographic Analysis.
Pub Date Mar 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, Demography, Developing Nations, Economic Factors, Employment Patterns, *Employment Projections, Employment Statistics, *Employment Trends, Farm Labor Supply, *Human Capital, Industrialization, Labor Economics, Labor Force, Labor Supply, Manpower Development, Manpower Needs, *Manpower Utilization, *Occupational Surveys, Scientific Manpower, Statistical Data
Identifiers—*Czechoslovakia
This report, one of a series of manpower studies, presents various series of data on the manpower of Czechoslovakia, especially for the years 1950-70, and two projections of the economically active population for the years 1971-90. The different measures are defined, the population base, manpower trends, and the general manpower situation are discussed, and the assumptions and methods used in preparing the projections are described. Specific attention is given to the utilization of manpower in agriculture. Four chapters describe the Czechoslovakian labor force. Chapter one explains the current manpower situation, and defines manpower concepts. The second chapter deals with labor resources broken down into total and economically active population. The civilian employed population is described in chapter three and topics covered are: branch of economy, branch of industry, socialization of economy, class of workers, employment of women, and specialized manpower. In chapter four prospects for future growth are discussed. Three appendices are: 1) Special measures of agricultural manpower; 2) Labor inputs; and, 3) Labor utilization in agriculture. Numerous tables are included and a bibliography is provided. (Author/SJM)

ED 063 234 SO 003 208
Hughes, James W.
[Teaching About Kenya in the Elementary School.]
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *African Culture, African History, *Cross Cultural Studies, *Cultural Awareness, Cultural Background, Cultural Differences, Cultural Education, Cultural Factors, Cultural Traits, Developing Nations, *Ethnic Studies, Negro Culture, Non Western Civilization, Resource Guides, Social Studies, Teaching Guides, Teaching Techniques, Thematic Approach
Identifiers—*Kenya
Studying about non-Western cultures not only helps children enjoy the differences that exist among people, but also prepares youth for meeting change in life. It is suggested that cultural awareness and appreciation by American pupils transfer to and affect the African's self-concept and image. Being a developing nation resembling American at a former period, with similarities in the historical development such as nationalism, Kenya offers topics for cross-cultural study. Suggestions on topics of interest for teaching about Kenya in the primary and intermediate grades focus on the people and their ways of living. Primary students can study about the ways children in Kenya work together through "Harambee" to assist in national building by planting school gardens to help defray school costs, by teaching others and by participating in worthwhile youth services. Other topics to be studied are how the National Anthem of Kenya was chosen, and the meaning of the national holidays of Kenya. Values which Kenyans hold dear offer study for intermediate grades. Nationalistic price in being Kenyan, respect and consideration for others, and group cooperation form value bases of Kenya culture which American youngsters can appreciate. Lastly, five resources offering information about helpful materials for studying Kenya are presented. A related document is SO 003 207. (SJM)

ED 063 235 SO 003 310
Project Wingspread. Social Anatomy of the Metropolis: People of the Metropolitan Community. Black Ethnic Study.
Chicago Board of Education, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Black Community, Community Resources, Community Study, Ethnic Groups, *Ethnic Studies, Ethnology, Experimental Programs, *Field Experience Programs, Housing Patterns, Metropolitan Areas, Minority Groups, Negro Housing, *Racial Distribution, Racial Integration, School Community Relationship, Secondary Grades, *Social Studies Units, *Urban Studies
Identifiers—*Wingspread Project
This ethnic studies unit for secondary grades offers students an opportunity to become familiar with a metropolis and its components as they relate to the ethnic and racial composition of its populous. The aim is for students to gain an understanding of the various contributions made by the composite ethnic groups to a city; to be aware of the various problems that groups have in their process of urbanization; and to work toward solving problems involving racial groups. Community field class programs expose students personally to the problems of minority groups. The major portion of the unit offers to teachers information arranged in content outline form on the history, development, and patterns of black settlement in a Chicago community. The essential linking components of the black community--housing, education, employment, social and political forces--are explained. The remainder of the unit focuses on a field class experience. Students analyze Operation Breadbasket, an agency located in Chicago, in order to gain an understanding of the rationale, objectives, and effectiveness of agencies trying to help urban minorities. Related documents are SO 003 074, SO 003 075, and SO 003 091. (Author/SJM)

ED 063 236 SO 004 003
Yang, Winston L. Y., Ed. Yang, Teresa S., Ed.
Asian Resources in American Libraries: Essays and Bibliographies.
New York State Education Dept., Albany. Foreign Area Materials Center.
Report No—Occas-Pub-9
Pub Date 68
Note—130p.
Available from—Foreign Area Materials Center, 60 East 42nd Street, New York, New York ($3.00)
Document Not Available from EDRS.
Descriptors—Area Studies, Asian History, Bibliographies, Directories, Educational Resources, Essays, Foreign Countries, Higher Education, *Library Collections, Library Materials, Library Material Selection, *Non Western Civilization, *Resource Centers, Social Studies
Identifiers—*Asia
Four essays by area specialists are included in this bibliographic guide to American library resources on Asia in an attempt to furnish some bibliographic control over the vast number of resources and reference aids that are often lost, unknown, and inaccessible to scholars and librarians. The volume is divided into three main sections. In the first section four essays survey existing Asian, East, South, and Southeast Asian resources in American libraries and discuss various problems on resource control and development. The major portion of the publication is devoted to a bibliography containing over 650 citations of items published between 1854 and 1967 categorized first by broad geographic areas--Asia General, East Asia, South Asia, and Southeast Asia--and sub-categorized by countries within the broad areas. Author entries are alphabetically arranged. Cross referencing is provided through an author index. The third section provides a directory of Asian library resources and area studies programs in the United States. (Author/SJM)

SP

ED 063 237 24 SP 005 318
Rosner, Benjamin And Others
The Power of Competency-Based Teacher Education. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—60p.
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—*Certification, *Performance Criteria, *Teacher Background, *Teacher Education, *Teacher Qualifications
Identifiers—*Rosner Report
The Committee on National Program Priorities in Teacher Education (CNPPTE) was established to make recommendations for program development to the U.S. Office of Education Personnel Development and Task Force '72. The recommendations focus on developing the necessary conditions for competency-based teacher education and certification, as well as developing incentives for in-service teacher training. Major recommendations for a 5-year program plan include specific activities to define and make explicit the competencies of educational personnel within the career line of paraprofessional, provisional and permanently certified teacher, and master-level teacher or teacher trainer. Activities intended to assist in the development and improvement of training programs included: 1) development of instructional materials; 2) construction of instruments to assess competencies in the classroom (and facilitate both training and certification); 3) provision of facilities to practice skills with minimal delay in the evaluation of performance; and 4) extension of careers for teachers through competency-based certification for teacher trainers and master level teachers. Appendixes include levels of criteria, description of the programs, and titles of committee papers (Related documents are SP 005 319, through SP 005 325.) (Author/MJM)

ED 063 238 24 SP 005 319
Cohen, Saul B.
A Five-Year Goal for Training Complexes.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—9p.; Appendix D of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—College School Cooperation, Federal Programs, *Field Experience Programs, *Interinstitutional Cooperation, *Performance Criteria, Program Costs, *Program Planning, Standards, *Teacher Education
Identifiers—*Rosner Report
The training complex is conceived as a new kind of mechanism within which teachers will be trained with the assistance of protocol and training materials. It is to be operated by a consortium of universities, schools, and other agencies. Each training complex would be the core of an Educational Service District, which would be responsible for placement, paraprofessional recruitment, diffusion of protocol and training materials, curriculum innovation, and research services. College teacher preparation would abandon student internship and would concentrate on the theoretical aspects of learning and subject matter specialization, while the training complex would provide a sequence of field experiences at progressively greater levels of responsibility and involvement. Ideally, there would be 3,000 training complexes nested within 3,000 educational service districts, each complex handling between 100 and 175 trainees. The cost of each training complex would be $1,500,000. This network would be developed over a 5-year period. Prior to the start of the 5-year program, 2 years would be necessa-

ry to recruit and train instructional staff, to experiment with materials, and to develop the organizational framework. The positive and negative effects of the development of training complexes on different groups are summarized in tabular form. (The CNPPTE report is SP 005 318; the appendixes are SP 005 319 thru SP 005 325.) (RT)

ED 063 239 24 SP 005 320
DeVault, M. Vere Golladay, Mary
An Operational Plan for Program Development in Teacher Education.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—52p.; Appendix E of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—*Educational Innovation, *Federal Programs, Formative Evaluation, Individualized Programs, Instructional Materials, Interinstitutional Cooperation, Management Information Systems, *Performance Criteria, Program Costs, Program Development, *Program Planning, Protocol Materials, *Teacher Education
Identifiers—*Rosner Report
The major functions of the Operational Plan are the preparation of educational personnel for the schools and research designed to contribute to reform in education. Components of the Plan include a management information system, protocol and training materials, retraining of in-service teachers, interinstitutional cooperation, individualized student recruitment and placement procedures, performance-based certification, and continuing assessment and research. The Operational Plan is an interrelated network of systems and subsystems. Macro-level systems include the Operational Plan itself, the State Model, and the Local Teacher Education Program Model. At micro-level I is the Program Element; at micro-level II is the Instructional Module; micro-level III is the single instructional activity. Realization of the Operational Plan will require coordination of resources at the federal, state, and local levels. Present programs underway in the Office of Education (OE) can contribute significantly as complementary elements. It is recommended that policy leadership be provided through the Competency Based Program presently supported by OE. Programs developed through the Operational Plan are expected to be of benefit to a wide variety of audiences both directly and indirectly. Cost estimates are presented for three alternative 5-year development programs using the Operational Plan. (The CNPPTE report is SP 005 318; the appendixes are SP 005 319 thru SP 005 325.) (RT)

ED 063 240 24 SP 005 321
Rosner, Benjamin
Notes on a School-University Consortium for Teacher Education.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—12p.; Appendix F of "The Power of Compentency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—College Role, *College School Cooperation, *Educational Innovation, Field Experience Programs, Interinstitutional Cooperation, Job Training, Paraprofessional School Personnel, *Performance Criteria, *Program Planning, School Role, *Teacher Education
Identifiers—*Rosner Report
The levers or mechanisms by which reform in teacher education can be attained come from five sources: the school, the community, government agencies, the university, and professional associations. Examination of the pertinent policies and practices of these five components suggests that levers for change in teacher education may be defined as parity in policy formation, student recruitment practices, performance-based teacher education, exemplary school curricula, confirmatory mechanisms, performance-based certification, and staff utilization. The levers identified may be manipulated in a variety of contexts. The model proposed here begins with a school-university-community consortium represented by a parity board. In the training program for teachers and paraprofessionals the university provides theoretical education and some skill training, while schools identified by the parity board as school training centers provide opportunities for practice. Each center would train between 50 and 100 preservice teachers and 50 to 100 paraprofessionals annually. Both school training centers and universities would assess competencies through the administration of a series of standardized exercises, or school based tasks. Four sets of SBT should be developed, at progressive levels from paraprofessional to teacher trainer. (The CNPPTE report is SP 005 318; the appendixes are SP 005 319 thru SP 005 325.) (RT)

ED 063 241 24 SP 005 322
Schalock, H. Del.
BEPD, NCERD, and Teacher Education that Makes a Demonstrable Difference.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—66p.; Appendix G of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—Educational Innovation, *Federal Programs, Individualized Programs, Instructional Materials, Interinstitutional Cooperation, Models, *Performance Criteria, Program Development, *Program Planning, Protocol Materials, Standards, *Teacher Education
Identifiers—*Rosner Report
Effective educational personnel development programs must shift from an experienced-based to a performance-based mode of operation. This shift would entail other new elements; a focus on output, a data-dependent mode of operation, a research and development function, a student-oriented learning environment, a field-centered program, and a broad decision-making base. The five fundamental programs of the Bureau of Education of Personnel Development--protocol materials, training materials, training complexes, performance-based certification, and the Comprehensive Elementary Teacher Education Models--have the potential to meet these requirements. A proposal for program development based on these five thrusts includes the following guidelines: 1) define certification standards in terms of performance criteria; 2) establish on a cost sharing basis illustrative state-wide networks of "training cooperatives"; 3) utilize protocol and training materials; 4) incorporate within one or more of the training cooperatives in each state the functions of research development, evaluation and diffusion; 5) fund each state-wide network with federal funds coming jointly from Office of Education Bureaus; 6) link each network of cooperatives with industry for assistance. The positive and negative effects of this type of program development on the various organizations and groups involved are assessed. The Committee on National Program Priorities in Teacher Education report is SP 005 318; appendixes are SP 005 319 thru SP 005 325.) (RT)

ED 063 242 24 SP 005 323
Stewart, Charles E.
Facilitating Local Options and Coordination of Programs.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—5p.; Appendix H of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—Administrative Organization, College School Cooperation, *Federal Programs, *Interinstitutional Cooperation, *Local Issues, Program Development, *Program Planning, *Teacher Education
Identifiers—*Rosner Report
A variety of regional influences, including urban-suburban-rural factors, must be allowed to have an important bearing upon cooperative teacher education program design and implementation at the local level. One must take into account existing patterns of school-community-university relationships, the school system's relationships with its teacher organization, and the political power structure of the area. Also the term "parity" is not perceived to mean the same thing in different areas. Obviously Federal guidelines are essential if there is to be Federal leadership in a clear-cut well-coordinated thrust for improvement in teacher education. These guidelines should recognize local differences and encourage and support the reflection of those differences in varying program approaches within a given framework. Increased Federal leadership could take the form of support for an integrated "national" program thrust based upon accepted "essential elements" recommended by experts inside and outside the Federal agency. (The CNPPTE report is SP 005 318; appendixes are SP 005 319 thru SP 005 325). (RT)

ED 063 243 24 SP 005 324
Turner, Richard L.
Three Papers: Relationships Between Teachers for the Real World and The Elementary Models; Programmatic Themes and Mechanisms; Payoffs, Mechanisms, and Costs.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475
Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—36p.; Appendix I of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—*Educational Innovation, *Federal Programs, Field Experience Programs, Instructional Materials, Interinstitutional Cooperation, Models, *Performance Criteria, Program Costs, *Program Planning, Protocol Materials, Standards, *Teacher Education
Identifiers—*Rosner Report
The first paper in this collection explores the relationships among the five thrusts in teacher education currently under consideration by the Bureau of Educational Personnel Development (BEPD). Of the five thrusts, three are drawn from "Teachers for the Real World": protocol materials, training materials, and training complexes. The remaining two thrusts--the actual models for the preservice and in-service education of elementary teachers and the use of performance criteria--are drawn from the final reports of the Comprehensive Elementary Teacher Education Models. The position of this paper is that the five thrusts overlap and are, in fact, responses to different aspects of a single question: What should a teacher education curriculum be like? The second paper contends that to lead a successful reform movement in teacher education, BEPD should focus on two programmatic themes: the development of a nation-wide system for confirmation of the outcomes of teacher education and the development of curriculum intervention strategies to increase the power of teacher education programs. The third paper outlines the types of payoffs which must be achieved by the BEPD programs in relation to students, professional personnel in schools, and colleges and universities. An examination of the mechanisms most likely to bring about these payoffs leads to a discussion of the costs of the various mechanisms and suggestions for funding. (The CNPPTE report is SP 005 318; appendixes are SP 005 319 thru SP 005 325.) (RT)

ED 063 244 24 SP 005 325
Tittle, Carol K.
Summary of the Review of Committee Papers.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0475

Pub Date 31 Jul 71
Grant—OEG-0-71-2849
Note—10p.; Appendix L of "The Power of Competency-Based Teacher Education"
Available from—Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210
Document Not Available from EDRS.
Descriptors—Administrative Organization, College School Cooperation, Federal Programs, Field Experience Programs, Interinstitutional Cooperation, Models, *Performance Criteria, *Program Planning, Protocol Materials, Standards, *Teacher Education, Teacher Education Curriculum
Identifiers—*Rosner Report

Additional perspective on the program proposals developed by members of the Committee for National Program Priorities in Teacher Education was provided by a group of external reviewers representing community groups, school administrators and teachers, critics of teacher education, associations for professional groups in education, and university facilty and administrators-both in education and the liberal arts. Three sets of comments were received: a) ratings of a number of ideas in the papers, b) comments on the most and least useful aspects of each proposed program, and c) suggestions for ideas which reviewers felt were overlooked in the papers. A majority of reviewers rated as most important the establishment of performance-based programs, the development of measurement instruments, the individualization of programs, the establishment of parity groups for policy making, the development of a feedback system, the establishment of cooperative training complexes, and recruitment from minority groups. The idea of adapting programs to the local power structure and the concept of levels of criteria were also considered important. Ideas which reviewers suggested were overlooked are listed under the following headings: teacher education, general structure; teacher education, content; career factors; performance base; accountability; planning; OE goals and siting of projects and technical support and program development. (The CNPPTE report is SP 005 318; appendixes are SP 005 319 thru SP 005 325). (RT)

ED 063 245 SP 005 394
Stemnock, Suzanne K.
The Human Relations Specialist in Local School Systems, 1970-71.
Educational Research Service, Washington, D.C.
Report No—ERS-Circ-5
Pub Date 71
Note—66p.
Available from—Educational Research Service, Amer. Assn. of School Administrators and NEA Res. Div., 1201 16th St. N.W., Wash., D.C. 20036 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Human Relations, *Human Relations Programs, *Intergroup Education, *Occupational Surveys, *Specialists

This report consists of a survey of development in local school systems with respect to the assignment of a school staff member with overall responsibility for human relations. The few job descriptions found in this field differed in emphasis. Some focus on the techniques of integration, while others focus on multicultural curricula, human relations in-service training, or student relations. A questionnaire was sent in April 1971 to all school systems enrolling 12,000 or more pupils and to eight smaller school systems identified in the Educational Research Files as having human relations specialists. Of the 583 questionnaires sent, 378 responses were received. Schools were divided into four strata depending on enrollment size. Tables were prepared to record the response of 108 systems with full- or part-time specialists regarding a) specialist's title, b) percent of time spent on human relations activities, c) the specialist's position on the superintendent's staff, d) to whom he reports, e) his staff, f) his 1970-71 salary, and g) his qualifications for the position. Other sections concern these data as well as other information reported by respondents on the inquiry form and includes enclosures accompanying the questionnaire. A list of 13 problems and 13 suggestions for success in the field are presented. Sample job descriptions, human relations policies, and the questionnaire form are included.

ED 063 246 SP 005 595
Sarason, Irwin G. And Others
Reinforcing Productive Classroom Behavior. A Teacher's Guide to Behavior Modification.
Pub Date 72
Note—49p.
Available from—Behavioral Publications, Inc., 2852 Broadway, New York, N.Y. 10025 ($12.95, discount on quantities)
Document Not Available from EDRS.
Descriptors—*Behavior Change, *Behavior Patterns, *Educational Objectives, *Operant Conditioning, Positive Reinforcement, *Reinforcement

This guide to behavior modification provides teachers and others who work with children with some practical suggestions to reinforce productive classroom behavior. A description of common elementary classroom problems, the principles and ethical considerations in the use of behavior modification, suggestions for establishing a classroom climate that leads to increased learning, examples of practical applications of behavioral principles, and illustrative case studies based on research investigation are included. Parents and teachers, guided by behavior modification principles have acquired skills validated in research studies, including pinpointing behaviors that require modification and applying techniques to bring these modifications about. As a result, many behaviors that otherwise might have been viewed as evidence of emotional instability or pathology have instead come to be viewed as modifiable behaviors. A glossary and a 16-item annotated bibliography are included. (Author/MJM)

ED 063 247 24 SP 005 612
Haberman, Martin
Guidelines for the Selection of Students in Programs of Teacher Education.
Association of Teacher Educators, Washington, D.C.
Spons Agency—ERIC Clearinghouse on Teacher Education, Washington, D.C.
Bureau No—BR-8-0490
Pub Date May 72
Contract—OEC-0-8-080490-3706(010)
Note—33p.; Research Bulletin 11
Available from—ATE, 1201 16th St. N.W., Washington, D.C. 20036 (Stock no. 868-24468; $1.50 single copy, quantity discount)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *Educational Supply, *Open Enrollment, Teacher Background, *Teacher Education, *Teacher Selection

The author reviews research evidence he considers pertinent to the selection of teacher education students and synthesizes the evidence into 11 criteria for selection. The areas of childhood development, adult learning, college influence on students, college student characteristics, and present selection practices are all explored. In particular, Haberman discusses the durability of values learned in childhood, the outstanding cognitive and affective characteristics of adults in their twenties and thirties (usually considered too old to enter the profession), the relatively weak influence of the college environment on vocationally oriented students, the cultural pluralism of the new student population, and the use of grades as the currently most popular selection criteria for admission into teacher education programs. These observations lead Haberman to the formation of selection criteria which emphasize a candidate's values and capacity for adult growth and which define student characteristics in terms of program goals rather than in terms of typically acceptable student characteristics. (LP)

ED 063 248 SP 005 665
Scott, Owen Veal, L. Ramon
Student Perceptions of Student Teaching in 31 Secondary School Classes in English.
Georgia Univ., Athens. Coll. of Education.
Pub Date [71]
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, Evaluation Criteria, *Evaluation Methods, *Perception, *Student Teachers, *Student Teaching

Pupil perceptions of significant aspects of the instruction of student teachers of English and the indication of ways in which these perceptions may be used in evaluation are presented in this study. Data were obtained at the University of Georgia for student teachers of English who student taught during the winter and fall quarter 1969 and the winter quarter 1971. The class each student teacher had taught the most was tested one week after the student teacher had left. Pupils were asked to respond to a 74-item Inventory of Student Perceptions of Instruction (ISPI). The frame of reference was the instruction carried out by the student teacher. The ISPI was concerned with six aspects of student perception: instructional objectives, classroom human relations, use of instructional resources, student motivation for learning, meaningfulness of learning, and measurement and evaluation. Students were asked to read each item on the ISPI carefully and express a degree of agreement or disagreement. Results of the inventory indicate four evaluation uses: student teacher self-evaluation, cooperative student teacher evaluation participated in by the student teacher, supervising teacher selection, and appraisal of the program to prepare student teachers. A five-item bibliography, figures and appendixes with inventories are included. (MJM)

ED 063 249 SP 005 675
Richardson, Robert C.
The Real Curriculum of Teacher Education.
Pub Date Aug 69
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, *Curriculum Planning, *Student Centered Curriculum, *Teacher Education, *Teacher Education Curriculum

This report reviews basic teacher education programs as presently understood and practiced and extends these formats through transitional forms toward a model teacher preparation program for the future. Basic preparation programs are divided into three categories: traditional, transitional, and modern. Traditional programs are compartmentalized into general studies, subject specialization, and professional sequence. The two major concerns of traditional programs are student teaching and methods. Transitional programs provide up-to-date courses of study and educational experience. Areas of concern include block core or curriculum packages, course proliferation and pilot programs. Should the transitional programs develop fully, modern programs will include a) the functional mixing of theory and practice, b) the organization of study and experience into some logical order, and c) the reorientation of the basic design of the college program to fit student needs. A model modern curriculum resulted from this study. Basic developmental tasks and provisions to provide mastery by the student fall into three areas: a) self realization, b) academic competence, and c) practical expertise. Conclusions indicate that field experience shows promise as playing the role of "integration vitalizer" in mutual interaction with personal and academic development in a modern student-oriented teacher preparation curriculum. (MJM)

ED 063 250 SP 005 678
Williams, Trevor
Students, Teachers, and Educational Expectations: Reciprocal Effects at Three Points in Time.
Ontario Inst. for Studies in Education, Toronto.
Pub Date Apr 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Educational Background, *Expectation, Student Development, *Student Teacher Relationship, *Teacher Influence

A causal model was developed to study teacher, student, and educational expectations. The substantive issue concerns the impact of teachers' expectations on students' expectations. The subjects, 6,032 high school students, were drawn from a major Canadian city in 1959. Variables include social origins, intellectual ability, program, academic achievement, teachers' expectations, and educational ambition. The model, a system of cause-effect relationships, is presented in block-recursive form. That is, the relationships among the blocks are recursive but reciprocal causation is possible within blocks. The parameters of the model were estimated via path analyses, a generalization of multiple regression to systems of causally related variables. Results of this study include three major findings: a) Students affect teachers much more than they are af-

fected by the expectations teachers hold. b) The effect of teachers' expectations on student is negative. c) In general, teachers' expectations are irrelevant for girls, with the exception of the fourth year of high school, while, for boys, an early influence from students to teachers increase from year to year and the effects of teachers' expectations increased dramatically in the fourth year. A 51-item bibliography, tables, and figures are included. (MJM)

ED 063 251 SP 005 680

McAvoy, Rogers And Others

Strengthening Developing Institutions, A Summative Analysis of a Title III.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Grant—OEG-01-0-76341

Note—349p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Educational Change, *Educational Development, *Instructional Materials, *Teacher Education, *Teacher Improvement, *Teaching Programs

OBJECTIVES: The development of undergraduate teacher education programs and the development of materials to be used in these programs. DURATION: Summer 1967 to the summer 1971. AUDIENCE: Education majors at Fairmont State College, Shepard College, West Virginia State College, and West Virginia University. CURRICULUM: Child development, measurement, educational research, and other areas including audio-visual education, radio and television, film production, and other related areas. TEACHING METHODS: A series of planned cooperative meetings maximizing the effective use of institutional resources and the production of materials. Also a series of field tests conducted on the campuses of the developing institution. Each institution field tested different units of the materials. MATERIALS: Books, film-strip tape programs, slide-tape programs, articles, films, video-tape, lectures, recording tapes, and labs. EVALUATION: A subjective evaluation concluded that this operational model will provide and sustain change with greater monetary efficiency and with a shorter subsidy period than was previously possible. MODIFICATIONS: None. (MJM)

ED 063 252 SP 005 681

Stone, Deborah E.

Graduate Program for Specialists in Early Childhood Education.

New Hampshire Univ., Durham.

Pub Date 23 Nov 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, *Educational Programs, *Graduate Study, *Teacher Education, *Teacher Programs

The University of New Hampshire Department of Education with federal support began in 1969 a tripartite graduate program for the preparation of early childhood specialists. Both experienced and beginning teachers may earn a masters degree while demonstrating theory in the classroom. After a summer of child study, graduate students in teams of two design, create, and staff a multi-age learning center in a cooperating school district. Individually, they return to campus one week per month for independent study, related course work, and seminars. Local school districts provide children, classroom space, instructional materials, and a paid aide. State Department of Education personnel provide resource visits to the learning centers, help to identify potential center sites, meet with the advisory committee, and take part in the project's international field trips. The program helps the student to deal with young children and to develop early childhood specialist competencies through provision of educational experiences for local teachers, parent groups, and undergraduate students; production of a monthly newsletter written by students; and the planning and execution of the annual early childhood conference in which they provide the program of slides, films, video tapes, panel discussions, talks, and displays. Appendixes include documents supporting and illustrating the program. (Author/MJM)

ED 063 253 SP 005 689

Evaluation of a Series of Five 1971 Teacher Education Workshops Sponsored by the New England Program in Teacher Education.

New Hampshire Univ., Durham. Div. of Continuing Education.

Pub Date 7 Feb 72

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Responsibility, *Educational Change, *Role Perception, *Teacher Education, *Teacher Workshops

The New England Program in Teacher Education (NEPTE) sponsored and evaluated five teacher education workshops in 1971. Conferences were held in Massachusetts, Maine, New Hampshire, Vermont, and Rhode Island. In each conference a team of participants was assembled and instructed to observe all activities. The participant team talked informally with other participants and recorded the most prominent concerns and interests expressed. At the conclusion of all sessions, participants were interviewed on a random basis, and the interviews were tape recorded. The evaluator attended conference activities as any other participant and informally interviewed participants. Results of analysis of collected data included the areas of a) freedom as educators and students, b) educational change, c) new roles for teachers and administrators, and d) consciousness of the community. Implications for NEPTE were indicated and six recommendations were offered suggesting a) continuance of conferences of a longer duration, b) student participation in conferences, c) increased representation from school committees, d) further emphasis on issues of planning for and implementing educational change, e) creation of a mechanism for followup of conferences, and f) wider dissemination of information about innovative strategies, policies and methods. The report includes summaries of each state's workshop reports. (MJM)

ED 063 254 SP 005 699

Galloway, Charles G.

Preaching and Practice in Teaching Educational Psychology. A Four-Year Study.

American Educational Research Association, Washington, D.C.

Pub Date Apr 72

Note—42p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *Educational Programs, *Educational Psychology, *Individualized Instruction, Instructional Programs, *Teacher Education

This report, conducted at the University of Victoria, Canada, presents an overview of the results of a 4-year study to individualize instruction within an introductory Educational Psychology course. Emphasis is placed on written source material, specific instructional objectives given to the student, testing on small units, testing when students are ready, testing by teaching assistants, immediate and personal feedback of information, and mastery criterion for advancement. One instructor is responsible for one to four sections, and each section is assigned two teaching assistants. Three 1-hour class meetings are scheduled, each week. The first meeting is devoted to student participation activities, demonstrations, and discussion. The second meeting is a lecture hour; new material, group experiments and demonstrations are presented. The final meeting is optional; instructor and teaching assistants are available for assistance at this time. Materials for the courses have been organized into 15 sequential phases called P.E.P. (phases of educational psychology). Each phase begins with specific behavioral objectives. Assigned readings and activities are prepared and submitted for teacher approval. After teacher approval is obtained the student must take a mastery quiz and achieve an 80 percent before moving to the next unit. All phases must be completed to take final exams or to do an applied project. Each year the course has been in operation there has been an increase in student performance. A 3-item bibliography and a detailed course description are included. (MJM)

ED 063 255 SP 005 702

Koff, Robert H.

Teacher Education is a Four Letter Word. A Summary.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-6-10-078

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Economics, *Social Influences, Social Psychology, *Teacher Education, *Teacher Education Curriculum, *Teacher Improvement

The aims of this paper are a) to examine teacher education in terms of contemporary economic and societal forces, b) to develop a precise statement about the current state of teacher education, and c) to describe a sociopsychological theory of socialization to the role of teacher having broad application to teacher education. The study was based on the analysis of books and articles describing the inadequacies of public school education, teachers, and teacher education institutions. This analysis revealed four major findings: 1) There are few, if any, skills of teaching whose superiority can be counted as empirically established. 2) Teacher education programs are doing very little that is different from what they did 5 years ago to train teachers to work with minority groups and low income areas. 3) Teacher education is an economic arrangement within a school of education and its larger university community; the changing role of the teacher, the increasing teacher surplus, and increased emphasis on instruction technology will greatly affect this economic arrangement as well as teacher selection, training, and placement practices. 4) Teacher education suffers from an imbalanced, fragmented, and obsolete curriculum. Suggested areas of development and a 20-item bibliography are included. (Author)

ED 063 256 SP 005 703

Molner, Sheila R. F.

The Analysis of Teachers' Task Contributions to Decision-Making Interaction: Differences in Three Content Areas and Two Types of Teaching Teams.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Contract—OEC-6-10-078

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Decision Making Skills, *Teacher Attitudes, Teacher Education, *Teacher Evaluation, *Teacher Response, *Team Teaching

This study describes an effort to determine what teachers talk about during their team meetings and to characterize the types of contributions teachers make to their decision-making tasks. Eleven teams of volunteer teachers, used in a previous study (Molner, 1971 SP 005 510), supplied material for audio tapes. Teams met approximately once a week, and the data was originally gathered over a 3-month period (March-May 1970). Team size ranged from three to eight members. Discussions reflect three areas of concern: a) the request and offer of professional assistance, b) the use of technical and personal expertise, and c) the evaluation of team and individual efforts relating to the functioning of the team. Each meeting was listened to by two observers whose task was to identify major agenda items within the meeting. The observers identified 1) the agenda items, including descriptive titles for each item; 2) the starting and ending point of each item; and 3) the major components discussed within each agenda item. The content analysis instrument was composed of eight types of communication identified as representing different features of a team discussion. The content analysis instrument differentiated the kinds of comments made by team teachers discussing different topics. These differences validate at least some of the categories in the content analysis. Reliability for this study is not entirely satisfactory and indicates the need for refinement of the content analysis instrument. A 2-item bibliography is included. (MJM)

ED 063 257 SP 005 704

Fuller, Frances F. Parsons, Jane S.

Current Research on the Concerns of Teachers.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—OEC-6-10-108
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, Ill., April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Research, *Teacher Attitudes, *Teacher Role, *Teaching Quality

This paper familiarizes the educational community with the research on teacher concerns that has taken place since the publication of Fuller's 1969 article "Concerns of Teachers: A Developmental Conceptualization" (SP 003 919). Two studies are described concerning reliability of information for the Teacher Concerns Statement and the establishment of the bipolar nature of the self-benefit-pupil-benefit continuum of teacher concern. More than 1,500 preservice and in-service teachers have been administered an open-ended questionnaire titled Teacher Concerns Statement. Scores for the analysis reported in this paper are based on a six category system. These categories include concerns about a) role orientations, b) self-adequacy as a teacher, c) whether the teacher is liked by his pupils and what his pupils are like, d) whether pupils are learning what is taught, e) whether pupil's individual learning needs are being met, and f) improvement of the educational system. Results of the reliability and factor analytic study emphasized the need for the development of a machine-scorable instrument, the character of which would eliminate the problems associated with coder reliability. Appendixes and an 11-item bibliography are included. (MJM)

ED 063 258 SP 005 705
Longstreet, Wilma S.
Toward an Applied Theory of Instructional Eclecticism.
Pub Date Apr 72
Note—9p.; Speech given before the Conference on English Education, April 7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Techniques, *Educational Methods, Educational Needs, Educational Objectives, *Educational Theories, Individualized Instruction, Mass Instruction, *Student Needs, *Teaching Methods

This paper makes an initial effort toward an applied theory of eclecticism by examining different movements and methods of instruction. The two major movements described include a) "deschooling" the society as proposed by Ivan Illich by disorganizing public school organization, and b) personalizing instruction by encouraging the individual needs and interests of students to greater depth and broader range. Major methods described cover independent study, lectures, the discovery format emphasizing the student role as investigator, programmed learning as a modified lecture, and discussion-inquiry dealing with student feelings. Results of the examination of the above movements and methods led to a major conclusion; none of the teaching approaches described, or passed over, used to the exclusion of others is sufficient for the needs of modern-day schooling. Only together do they begin to offer a range complex enough to cope with today's education. Fitting teaching formats to situations and desired ends is necessary and reemphasizes the need for an applied theory of eclecticism. (MJM)

ED 063 259 SP 005 709
New Approaches to Teacher Preparation at Michigan State University.
Michigan State Univ., East Lansing. Coll. of Education.
Pub Date [72]
Note—13p.; Presented to the Michigan Senate Committee on Teacher Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Preservice Education, *Student Teaching, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs

This report summarizes each of the new approaches in teacher preparation at Michigan State University. These approaches include 1) preparation for reading instruction; 2) internship program for elementary teachers; 3) cluster program in student teaching (clusters of students and a supervising teacher use the public school as a learning laboratory in which the student teachers study the problems of teaching and gain experience in solving these problems); 4) public school experiences for university faculty members; 5) follow-up program for beginning teachers; 6) overseas study opportunities in education for undergraduates; 7) competency-based course work on the tasks of teaching; 8) development of single concept films; 9) teacher preparation for inner-city schools; 10) classroom experience before admission to teacher education programs; 11) a post-student teaching experience for all undergraduates; 12) revised English Department Program for teachers of handicapped children. (MJM)

ED 063 260 SP 005 712
Fuller, Frances F. And Others
Self Confrontation Counseling: A Selective Review With Implications for Teacher Education.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Univ., Austin. Research and Development Center for Teacher Education.
Pub Date Apr 72
Contract—OEC-6-10-108
Note—45p.; Paper presented at the 1972 Annual Meeting of the American Educational Research Association
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Body Image, *Individual Development, *Self Concept, *Self Esteem, *Self Evaluation

This report reviews relevant educational literature and current practices to discover the relationship between personal change and self confrontation. Five areas of study include a) outcomes, b) help for whom, c) the helpful situation, d) the helpful treatment, and e) the helpful helper. The first section briefly describes the outcomes of self confrontation in three areas: self-esteem, realism, and anxiety. The next section studies self-concept, dogmatism, and body image indicating who needs help. The third section concerns the establishment of a secure "psychological safety" situation. The helpful treatment is divided into procedures most often used in counseling, including nonvideo procedures, audio versus video, and facilitative conditions. Finally the helpful helper summarizes the qualities required of a person to be helpful. Several conclusions were reached concerning self-confrontation. Self confrontation: 1) provides a powerful source of information about those aspects of the self which are perceived by others but not by self; 2) presents new information about feelings of which the individual is not aware, and which are probably temporarily disorganizing; 3) fosters placebogenic effects in a low threat situation; and 4) permits the subject to derive what he will from treatments with non-specific effects. Further investigations are recommended. An extensive bibliography is included. (MJM)

ED 063 261 24 SP 005 717
Kuschman, William E.
Overseas Student Teaching Programs: A Study of American Collegiate Participation.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0490
Pub Date Jun 72
Contract—OEC-0-8-080490-3706(010)
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Intercultural Programs, *Teacher Education, *Teacher Education Curriculum, *Teaching Experience, *Teaching Programs

This study identifies those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Of 170 colleges and universities contacted in the 50 states, 27 programs were identified and reported. Two information gathering procedures were used: a) an investigation of selective literature search and correspondence with the programs producing limited results and b) individually typed letters were sent to colleges and universities with 10,000 or more students. Respondents were asked to describe in letter form or existing printed material their overseas student teaching programs and suggest names of existing institutions sponsoring or collaborating on such programs. The programs are described and structured as follows: 1) Programs are reported by state. 2) Reporting has been limited to overseas student teaching programs. 3) Only programs in operation during the development of this monograph are included. 4) An attempt to preserve the integrity of every program description has been made through close scrutiny of the materials provided by the respondents. Six recommendations were made. Followup studies cannot be implemented until a greater number of returning participants are employed in positions in which the relative effects of overseas student teaching experience can be measured. The appendix contains sources contacted during the course of study development. (MJM)

ED 063 262 SP 005 726
Giacquinta, Joseph B. And Others
The Study of Paraprofessionals in Urban Schools: Gaining Research Mileage Out of Educational Evaluations.
Spons Agency—New York Univ., N.Y. School of Education.
Pub Date Apr 72
Note—39p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Ill., April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Attitudes, *Educational Innovation, *Organizational Change, *Paraprofessional School Personnel, *Teacher Attitudes, *Urban Schools

Paraprofessional programs in the schools of a metropolitan district were studied to test a theory about factors related to successful implementation of organizational innovation. Indices of variables were constructed from items on two questionnaires administered to a stratified random sample of paraprofessionals, teachers, and administrators. The analysis showed how paraprofessional clarity, willingness, ability, resources, and school compatibility were predictive of differences in the implementation of the programs. The study demonstrates how data gathered during educational evaluations can be used to explore general social science theories that are of value to education. (Author)

ED 063 263 SP 005 731
Cole, Henry P. Herlihy, John G.
Guidelines for Project Design, Implementation, Monitoring and Evaluation.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Pub Date Jan 71
Note—61p.; Prepared for the National Conference for the Assoc. of Supervision of Curriculum Development, St. Louis, Mo.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Innovation, *Educational Planning, *Educational Practice, *Educational Programs

This document consists of a series of materials designed for use as a workshop to train educational leaders involved in implementing new educational practices and materials in the schools of their region. The materials are prepared as a number of handouts which participants receive in sequence. Participants engage in four major activities, and there are four phases to each activity. Workshop participants are divided into groups of from 5-10 individuals. In the first phase of each activity, participants are provided with information concerning a "hypothetical" curriculum implementation project. This information is typically contained in a handout and is briefly discussed and clarified by the workshop leaders. The second phase of the activity is a problem posed to the participants. The problem requires the participants to act on the information provided to operationalize some aspect of the project. The third phase allows the workshop groups to communicate to one another a summary of the action each group took relative to the problem. A brief discussion follows as the workshop leaders clarify and summarize the main ideas presented by each group. Finally, the fourth phase to each activity is a series of examples of action taken by the workshop leaders in the actual design and implementation of the hypothetical project. During the four activities it becomes clear that project evaluation is an integral part of project design, implementation, and monitoring. Handouts and tables are included. (Author/MJM)

ED 063 264 SP 005 733
Lesher, Merle R. Wade, Stanley
A Study of Teacher Employment Practices in Iowa, Kansas, Missouri and Nebraska.
Northwest Missouri State Coll., Maryville.
Pub Date 72

Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, *Employment Interviews, *Employment Practices, *Teacher Attitudes, *Teacher Employment

This study provides the prospective teacher with information concerning the expectations of hiring officials and the practices and policies commonly used in the teacher employment process. A mail survey was sent to officials in 208 districts in Kansas, Missouri, Iowa, and Nebraska. The survey instrument consisted of a checklist and a section made up of open ended questions. Of the 208 questionnaires sent out, 168, or 81 percent, were returned. The survey determined a) a consensus of opinion of hiring officials regarding teacher initiated employment practices, b) basic teacher employment practices, c) suggestions to teacher applicants for improving their chances for success when seeking positions. For the most part, only small differences in item responses by state occurred. Responses to open ended questions were designed for the respondent to express his personal view. These questions concerned pet peeves or gripes, the two most pertinent questions to be asked in an interview, suggestions to college placement officers regarding improvement, suggestions to teacher applicants to improve their chances of getting a job, and any additional pertinent comments. Appendixes are included. (MJM)

ED 063 265 SP 005 737
Weldon, John J.
Model: An Authentic Teacher Education Program.
Mount Mercy Coll., Cedar Rapids, Iowa.
Pub Date 72
Note—184p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Improvement, Educational Innovation, *Educational Programs, *Performance Criteria, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs

The Education Department of Mount Mercy College designed the following new model for teacher education. The "traditional innovations" like portal schools and the concepts set out in "-Performance-Based Teacher Education: What is the State of the Art?" (SP 005475) were included in the model. In addition, a synthesis of the following were included in the model: The curriculum as primary; a complete initial observation period at all levels of the elementary and secondary schools; primary stress on learning by doing; primary stress on teaching by example-setting; use of modules previously researched and validated by a larger institution, but leaving these modules open-ended to accommodate both our local situations and all the ingredients of a humanistic program; the use of task analysis; 4 years of on-site training experiences in elementary and secondary schools for all students, at least one-half day a week; provision for training students how to teach the disadvantaged, the culturally different, the urban and rural poor; preparation in the many innovations currently in use in the schools; some work in special education problems; open-ended evaluations of students; 2 years of intensive followup by weekly seminars for beginning certified teachers; continuation of provision of consultive guidance and other services during the professional lifetime of the teachers; equality with cooperating school districts through their membership of the teacher education committee. A 39-item bibliography and appendixes are included. (Author/MJM)

ED 063 266 24 SP 005 738
Meinhold, Russell
Large Group Instruction Through Concept Development. Final Report.
Rhode Island Coll., Providence.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-A-042
Pub Date Jul 70
Grant—OEG-1-9-080042-0004(010)
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, *Concept Teaching, *Educational Development, *Group Instruction, *Instructional Innovation, *Physics Instruction

The intent of this project was to utilize in a unique way some of the recent thinking and research on the teaching learning process so that the lecture method might be replaced by a more effective instructional model. The area of instruction was physical science for the non-science college student. At each meeting a single concept was presented as follows: 1) As the students entered the lecture hall each received a set of mimeographed materials. The materials consisted of from 17-22 multiple choice questions dealing with concept development, data interpretation, and explanation and prediction. 2) A carefully planned demonstration, 20-30 minutes long, was supported by visual aids. 3) After the completion of the demonstration, students answered the questions. When at least 80 percent of the students had finished, answers were flashed on the screen. Forty-four concepts were presented for a 2-semester course with a 2-hour lab each week. The project was evaluated by a committee of five who had no other connection with the project. To determine the attitudes and preferences of the students, both personal interviews and a Likert scaled Inventory of Student Attitudes and Opinions were used. While the findings were multifaceted, with both positive and negative reactions, the important fact was that there was general agreement that this method makes a course more interesting than one taught by the lecture method. A 2-item bibliography, references and appendixes are included. (Author/MJM)

ED 063 267 24 SP 005 739
Atkinson, Richard C.
Methods for Maximizing the Learning Process: A Theoretical and Experimental Analysis.
Bureau No—BR-9-0401
Pub Date Aug 71
Grant—OEG-0-9-140401-4147(010)
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Instructional Design, *Instructional Improvement, *Instructional Innovation, *Learning Processes, *Learning Theories, Mathematical Models

This research deals with optimizing the instructional process. The approach adopted was to limit consideration to simple learning tasks for which adequate mathematical models could be developed. Optimal or suitable suboptimal instructional strategies were developed for the models. The basic idea was to solve for strategies that either maximize the amount learned in a fixed time period or minimize the time necessary to attain a prescribed level of performance. Once strategies were formulated, experiments were carried out to evaluate their relative efficiency. The program of work involved a mathematical analysis of optimization problems relating to the learning process and also representing a fairly unique method for testing learning theories. In this sense, the project was an attempt to bridge the gap between the psychologist's laboratory experiments in learning theory and the practical problems of divising efficient instructional strategies in the classroom. The optimization strategies developed and tested during the course of the project were fairly restrictive in character and applicable primarily to simple tasks such as those found in initial reading, language arts, and elementary mathematics. An 18-item bibliography and appendixes are included. (Author/MJM)

ED 063 268 SP 005 740
Treffinger, Donald J.
Improving Children's Creative Problem Solving Ability: Effects of Distribution of Training, Teacher Involvement, and Teacher's Divergent Thinking Ability on Instruction. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-E-086
Pub Date Dec 71
Grant—OEG-5-70-0029(509)
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Creative Thinking, *Creativity, *Divergent Thinking, *Problem Solving, *Productive Thinking
Identifiers—Productive Thinking Program, Purdue Creativity Training Program, Torrance Tests of Creative Thinking

This report investigates improvement of pupils' creative thinking and problem-solving abilities through direct educational efforts. The sample consisted of 739 pupils and their teachers from 36 fifth grade classes in two Indiana public school systems. Five sub-tests from the Torrance Tests of Creative Thinking were administered to all teachers to determine their level of divergent thinking ability. A median split was then used to divide the teachers into a high group and a low group. Pupils assigned to PTP (Productive Thinking Program) and PCTP (Purdue Creativity Training Program) studied 16 instructional units over a period of 4-8 weeks. Teachers assigned to discussion treatments interacted with the pupils, discussing the materials and attempting to foster creative thinking and problem solving among pupils. Teachers assigned to non-discussion treatments distributed the materials and supervised the students, but had minimal interaction. Classes assigned to the control group continued their normal classroom activities with no special instructional treatment. All pupils were given pre-and post-tests. Results provided evidence that some creative thinking and problem solving abilities of fifth grade pupils can be positively influenced by deliberate instructional efforts. Three major problems are identified: a) difficulty in defining treatment, b) validity of teacher divergent thinking scores, and c) complexity of the construct of creativity. Further research is recommended. A 48-item bibliography, appendixes, tables and figures are included. (MJM)

ED 063 269 SP 005 741
Krug, Mark M., Ed.
What Will Be Taught--The Next Decade.
Pub Date 72
Note—252p.
Available from—F. E. Peacock Publishers, Inc., Itasca, Illinois 60143 ($4.50)
Document Not Available from EDRS.
Descriptors—*Curriculum, Educational Objectives, *Educational Trends, *High School Curriculum, *Individual Instruction, *Instructional Innovation

This book reviews the present high school curriculum and indicates the trends for the future. Seven professors were asked to assess the present situation and trends in their respective fields. The fields of study include English, visual education, science, foreign language, mathematics, social studies and teacher education. Major points in the respective articles include a) the need for sequential and cumulative English programs from kindergarten to graduate school, b) the expansion of art instruction to visual instruction including the study of architecture, photography, and the media, c) the need for methods of teaching scientific literacy to all children and the task of training scientists and engineers, d) the progress of foreign language since World War II was discussed in relation to the needs of todays education, e) the exploration of the reasons for the failure of school mathematics and suggestions to deal with the problem, f) the impact of massive alienation of young people on current social studies programs, and g) the reliance of teacher education on the effectiveness of pre- and in-service training. The evolvement of a meaningful philosophy of teaching is necessary to give the teacher direction and purpose. Common areas of emphasis include student involvement, student interest, opportunities for student self-development, individualized instruction, and less rigid institutions. (MJM)

ED 063 270 SP 005 742
Horton, Robert Bryan, Clifford
Accountability and Teacher Satisfaction.
Pub Date [71]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, *Educational Accountability, *Effective Teaching, *Teacher Attitudes, *Teacher Responsibility

The relationship between accountability and teacher satisfaction is examined both from the teachers' perceptions of accountability and the concomitant effects. The research was conducted in the Grand Rapids (Michigan) Public School System as part of a larger evaluation of "Experiments in Early Education: A Comparative Assessment of Project Follow-Through, Project Read and the Basal Reading Program." The sample was composed of 64 teachers from three different programs: 21 from a high accountability group, 15 from a medium group, and 28 from a low accountability group. The research covered 1) the extent of satisfaction with accountability, by program; 2) teachers' perceptions of extent of accountability by program; 3) identification of source of pressures for accountability, by program; 4) extent of pressures for accountability from administrative and parental sources, by pro-

gram; 5) extent of work created by level of accountability; 6) the effect of level of accountability upon teacher effectiveness and sense of professionalism; and 7) the satisfaction with in-service training, cooperation of supervisors, and supervisors evaluation process, by level of accountability and program. Results indicated that greater accountability may increase a teacher's sense of effectiveness and professionalism, in-service training along with positive assistance from supervisors may increase satisfaction and teacher effectiveness, and regarding the placement of teachers into contract learning or highly structured programs, preference toward less experienced teachers may be warranted. (MJM)

ED 063 271 SP 005 744

Geis, George L.

The Student Choice Movement.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date [72]

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Accountability, *Student Interests, *Student Needs, *Student Opinion, *Student Rights, *Student Role

"By 'student choice' we mean a situation in which the behavior (of 'choosing') is not overly determined by the instructional system. That is, the student is presented with a situation in which individual variables...are major determinants of the response emitted..." This definition, found in the first of three sections of this paper, forms the foundation of a study of the student choice movement. Seven views representing a wide range of feeling include seeking student approval by the teacher, eliminating the responsibility of the teacher, production of a positive educational effect, making the student a more intelligent decision maker, elimination of an elitist tradition in education, rebellion against a pattern of hidden selector devices and improved effectiveness in instruction. Questions for research are discussed including 1) Does choice make a difference with reference to achieving goals? 2) Does choice affect the students' attitudes, affect, etc.? 3) In what segments of the educational system do students seek options? Which students seek options? What arrays do they suggest? What kinds of students make what kinds of choices? Further research is recommended. (MJM)

ED 063 272 SP 005 748

Klassen, Frank H., Ed. And Others

Innovation in Teacher Education: An International; Perspective.

International Council on Education for Teaching, Washington, D.C.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—181p.

Available from—ICET, One Dupont Circle, Suite 610, Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Change Agents, *Educational Change, *Educational Development, *Educational Innovation, *Educational Needs, *Educational Programs

This volume presents a sampling of major innovative programs in a broad range of teacher training institutions. A selection of 39 case studies focus on innovations in teacher education in Asia, Europe, Latin America, and the United States. The case studies are selective; certain areas of the world were not canvassed; the majority of contributions came from the United States. Each study was particularistic; most changes emphasized specific components of a total program. Eight areas of innovation were studied, including 1) performance-based teacher education; 2) in-service education; 3) field centered teacher education; 4) educational media, technology and teacher education; 5) teacher education for rural transformation; 6) individualized teacher education; 7) integrated teacher education; and 8) innovation in teacher education at a national level. Each study section was provided with an introduction and three to eight case studies concerning the area of study. A summary of innovation and change in teacher education stressed the need for continual innovation for the survival, rather than the decoration of education. (MJM)

ED 063 273 SP 005 751

Weber, Wilford A. Cooper, James M.

Competency-Based Teacher Education: A Scenario.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Report No—PBTE-Ser-5

Pub Date Jun 72

Note—30p.

Available from—American Assoc. of Colleges for Teacher Education, 1 Dupont Circle, Washington, D.C. 20036 ($2.00; quantity discount)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Innovation, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, *Teacher Education, *Teacher Programs

This fictitious scenario embodies all the characteristics and dimensions for a fully developed competency-based teacher education program envisioned by the authors. A single program and its implications for students, faculty, and the institution are presented. Specific areas of the program covered 1) a fundamental description of the competency based teacher education program; 2) objectives of the program; 3) advantages and disadvantages of the program, i.e., personalization, student responsibility, flexibility, choice, and atomization; 4) faculty responsibility; 5) teaching centers concerning pre- and in-service programs, internship; 6) program evaluation; 7) certification and grading; and 8) background leading to the development of this competency based teacher education program. Certain assumptions about solutions to problems that are currently viewed as important weaknesses in performance-based teacher education are based on the authors' judgment. (MJM)

ED 063 274 SP 005 752

Broudy, Harry S.

A Critique of Performance-Based Teacher Education.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—29p.; PBTE Series 4

Available from—American Assn. of Colleges for Teacher Education, 1 Dupont Circle, Washington, D.C. 20036 ($2.00; quantity discount)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Performance Criteria, *Performance Factors, *Task Performance, *Teacher Education, *Teacher Education Curriculum

This critique is concerned with the validity of three basic assumptions underlying the performance-based teacher education program. These assumptions are 1) The teaching act is the sum of performances into which it is analyzed. 2) The performance unit is a matter of indifference, i.e., the number and character of the performance unit can vary according to the program. 3) The criterion for the product is demonstrated competence in the selected set of training performances. Reasons for questioning the assumptions are based on a brief overview of the didactic, heuristic, and philetic teaching methods. The need for theory and the value of apprentice training are reviewed in order to obtain a full perspective of the problem. Performance-based teacher education will probably produce better "didactic technicians." A program in which laboratory work, clinical teaching, and internship are used to illuminate, exemplify, and utilize theory is suggested in order to produce a highly professional trained teacher. (MJM)

ED 063 275 SP 005 753

Andrews, Theodore E.

Manchester Interview. Competency-Based Teacher Education/Certification.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Report No—PBTE-Ser-3

Pub Date Apr 72

Note—34p.

Available from—American Assoc. of Colleges for Teacher Education, 1 Dupont Circle, Washington, D.C. 20036 ($2.00, quantity discount)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Certification, Educational Innovation, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, *Teacher Education, *Teacher Programs

The Manchester Interview is a fictitious report of a conversation between three educators in 1980. The report reviews the present course and future alternatives of a competency-based teacher education and certification. The use of three fictional characters enables the report to cover three views and many facets of what might happen to a structure of teacher education. Areas of specific concern include a) a fundamental description of competency-based teacher education, b) the purpose and description of a teaching center, c) the advantages of colleges within the state eliminating teacher training functions, d) requirements for a staff of a competency-based program, e) the new role of the state in the training program, f) an overview of the mechanics of the program and a module, g) a review of the expectations and results of the program including successes as well as problems faced, and h) the role of the student including a look at financial implications. Although this report described a realistic competency-based program, no state has as yet committed its resources to the implementation of this type of center. Appendixes are included. (MJM)

ED 063 276 SP 005 754

Burke, Caseel

The Individualized, Competency-Based System of Teacher Education at Weber State College.

Weber State Coll., Ogden, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Report No—PBTE-Ser-2

Pub Date Mar 72

Note—37p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, Washington, D.C. 20036 ($2.00; quantity discount)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Innovation, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, *Teacher Education, *Teacher Programs

This report presents an overview of the background, change agents, structure, and operation of the Individualized, Performance-Based Teacher Education Program developed at Weber State College, Utah. The structure of the program was based on behavioral objectives, learning experiences, competency assessment, and application. The individualized instructional module was used as an effective learning instrument. The Weber Individualized Learning Kits (Wilkits) formed the basis of course blocks. Related course blocks were organized into systems for preparing elementary and secondary teachers. Each Wilkit was a learning activity divided into eight sections: title, introduction, content, preassessment, behavioral objectives, learning experiences, self evaluation, and proficiency assessment. In 1970 an evaluation specialist was added to the staff for one year. Data were collected from students and faculty; tentative observations resulted. Observations included 1) Both students and faculty are working harder than under the previous system. 2) Students are learning more. 3) There is a friendlier more cooperative student-faculty relationship. 4) Students are accepting responsibility for the decisions concerning their own preparation. 5) Students work to achieve competency in the absence of grades. 6) Students and faculty can adjust effectively to new behavior patterns. 7) Public school teachers and administrators show enthusiasm for educational innovation. The program received the Distinguished Achievement Award for 1971 from the American Association of Colleges for Teacher Education. Appendixes are included. (MJM)

ED 063 277 SP 005 760

Wulff, John W.

Analysis of Verbal Interaction in Supervisory Conferences with Student Teachers.

Pub Date 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Problems, *Communication Skills, *Interaction Process Analysis, Teacher Education, Teaching Skills, *Verbal Communication

The purpose of the study was to engage college supervisors in analysis of the verbal interaction they employed in conferences with student teachers. Subjects in the study were 14 pairs of college supervisors-elementary student teachers in the Dept. of Elementary Education at a state college in New York during the spring semester of 1971. An experimental design was employed with the experimental group (n = 7 pairs): a) receiving training in analysis of verbal interaction, b) analyzing their own verbal interaction and, c) considering the results of the analysis of their verbal behavior. The control group (n = 7 pairs) did not received systematic training, did not engage in analysis of their verbal behavior, and did not have the opportunity to consider results of analysis. Data were secured by means of audio-taped conferences analyzed using the Blumberg Interaction Analysis System and a 47-item questionnaire constructed by the researchers and given to student teachers in the experimental and control groups after each of four sequential conferences. Results indicated the student teacher's perceptions were consistent in three areas: human relations, verbal process, and substance. Lower ratings were given to statements involving student output in problem solving, pursuing ways of collecting data pertinent to teacher behavior, being asked thought provoking questions, and being allowed time to think, discover and explore ideas. An extensive bibliography is included. (Author/MJM)

ED 063 278 24 SP 005 769

Smith, Floyd R. Stolarz, Theodore J.

Evaluative Follow-Up of Teacher Corps Interns: An Analysis of Teacher Behavior. Final Report.

Chicago Consortium of Colleges and Universities, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-E-176

Pub Date Apr 72

Grant—OEG-5-71-0012(509)

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Improvement, *Followup Studies, *Performance Criteria, *Teacher Behavior, *Teacher Evaluation

Identifiers—Classroom Observation Record, COR, *FIAC, Flanders Interaction Analysis Categories

This study is a systematic follow-up, undertaken by the Chicago Consortium, to evaluate the classroom performance of its graduates. Inferences about their effectiveness were made through assessments of their observed behavior, using the Classroom Observation Record (COR) and the Flanders Interaction Analysis Categories (FIAC). Trained observers observed each graduate intern two times. They also obtained data on two control groups matched on important variables for comparative purposes: a) a random selection of teachers with similar experience, and b) experienced teachers who were designated superior. Outcomes of the study are as follows: no significant differences were found between the graduate interns and the two control groups on the FIAC. Significant differences, ranking superior teachers first and graduate interns second, were found on major variables of the COR; the most striking result was the sameness of the three study groups on the FIAC. Also noteworthy was the inability of superior teachers to display any of the distinguishing features of other superior groups cited in the research. The feasibility of using school system personnel as observers was demonstrated. School system cooperation, although difficult to give in the normal functioning of the schools, was excellent. Further research and innovative programs are recommended. A 32-item bibliography, tables, figures, and appendixes are included. (Author/MJM)

ED 063 279 24 SP 005 792

Peterson, Richard B.

Teacher Attitudes Toward Professionalism, Job Satisfaction and Collective Negotiations: A Cross Cultural-Study. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-I-008(X)

Pub Date Apr 72

Grant—OEG-X-71-0008(057)

Note—139p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Collective Negotiation, *Cross Cultural Studies, *Cultural Interrelationships, Educational Research, *Job Satisfaction, *Teacher Attitudes

This research explores the interrelationships between the attitudinal variables of job satisfaction, professionalism, and collective negotiations within a cross-cultural context. Questionnaires were developed and sent to over 2,000 public school teachers and principals (primarily secondary school level) in the State of Washington and Sweden. Usable responses were received from 1,054 teachers and principals. The Porter and Lawler subtractive method of ascertaining attitudes was employed which allowed for analyzing need deficiency scores. Six major hypotheses were tested by means of correlation analysis and analysis of variance. The significant findings were: 1) a positive relationship between attitudes of Washington teachers and most demographic characteristics (age, sex, and amount of teaching experience particularly strong); 2) highly positive relationships between level of satisfaction with a global variable and specific responses to the other two variables (for all combinations of job satisfaction, professionalism, and collective negotiations); 3) significant differences between the Swedish and Washington secondary school teachers on need deficiency scores for approximately three-fourths of the questions; 4) significant differences between perception of teacher attitudes held by principals and the attitudes of secondary teachers themselves; and 5) compatability between collective negotiations and both professionalism and job satisfaction. A 59-item bibliography and appendixes are included. (Author)

ED 063 280 24 SP 005 793

Mitchell, Marlene

Teacher "Attitudes" vs. Teacher Behavior. Final Report.

Nova Univ., Fort Lauderdale, Fla.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-D-019

Pub Date May 72

Grant—OEG-4-72-0006

Note—200p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Objectives, *Social Psychology, *Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics, Teacher Education

This study investigated prediction of teacher behavior by attitudinal variables and was based upon a theory currently being researched in social psychology. The sample of 103 teachers of grades K-6, representing about half of the elementary schools in a large public school system, had attended a summer social studies institute which stressed the use of inquiry strategies for value analysis and clarification. Teachers completed a questionnaire and taped three 15-minute discussions with small groups. A questionnaire and behavior coding scheme were developed to measure attitudes and behavior in relation to training program objectives. Analysis of the results, using multiple regression and canonical correlation, yielded the following conclusions: 1) The best predictor of a single act behavior is its corresponding behavioral intention. 2) A general attitude measure can predict a multiple act criterion better than a single act criterion. 3) Perceived difficulty of performing a behavior, while consistently negatively correlated with behavior, is not highly related to overt behavior. 4) Level of commitment does not improve behavioral prediction. Prediction of single questioning behaviors by other coded behaviors was also investigated and discussed in the context of the conceptual relationship of coded behaviors to existing taxonomies. An extensive bibliography and appendixes are included. (Author)

ED 063 281 SP 005 794

Crawford, Jack J. And Others

Evaluation of the Impact of Educational Research and Development Products. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No—AIR-21900-3-72-FR

Pub Date Mar 72

Contract—OEC-0-70-4892

Note—201p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Educational Change, *Educational Development, *Educational Innovation, *Educational Objectives, Educational Programs, *Educational Research

The overall goal of this exploratory project was to initially uncover factors of variables likely to be involved in the impact of educational products. The specific objectives were to construct systematic case studies of the development of selected educational products as an initial basis for arriving at more precise procedures to assess potential impact; to provide empirical case study data relevant to current hypotheses about innovation and change in public school education; and to prepare a listing of educational products judged, according to specific criteria, as having substantial positive impact. The study included the following activities: 1) the development of initial selection criteria for educational products with impact; 2) the identification and description of products meeting the initial selection criteria; 3) the identification of 21 of those products for intensive review; 4) systematic case studies of the 21 products tracing the history of each from its origin to its diffusion and adoption; 5) the extraction of generalizations about the products based upon product characteristics, development, evaluation, diffusion, adoption requirements, etc. with the generalizations then related to existing hypotheses regarding the processes of innovation and change in education; 6) an identification of ways whereby information on the impact, or potential impact of educational products may be obtained. A 32-item bibliography and appendixes are included. (Author)

ED 063 282 SP 007 339

Biology 23. Unit One -- The Cell: Structure and Physiology.

Nederland Independent School District, Tex.

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biology, *Curriculum Guides, *High School Students, *Microscopes, *Science Instruction

GRADES OR AGES: Not given. SUBJECT MATTER: Biology, the structure and physiology of the cell. ORGANIZATION AND PHYSICAL APPEARANCE: There are four sections: a) objectives for the unit, b) bibliography, c) activities, and d) evaluation. The guide is directed to the student rather than the teacher. The guide is mimeographed and stapled, with no cover. OBJECTIVES AND ACTIVITIES: The objectives for the unit are detailed in section one. Activities form the major part of the guide and include the use of a compound microscope and the microscopic examination of a cell. INSTRUCTIONAL MATERIALS: Materials needed for each activity are listed, and there is a brief bibliography. STUDENT ASSESSMENT: A one-hour examination is specified, and examination questions are included in the guide. (MBM)

ED 063 283 SP 007 349

Miller, Dean

A Program for High School Social Studies. Comparative Government.

Pub Date 70

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, *High School Curriculum, *Political Science, *Social Studies, *World Affairs

GRADES OR AGES: High school. SUBJECT MATTER: Social studies, comparative government. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into nine units, each with introductory material including general objectives, skills, and attitudes, and with the main material set out in three columns--objectives, activities, and instructional resources. There are also bibliographies of basic books and non-print materials and an appendix giving an in-depth comparative study of Latin America. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General and detailed objectives and activities are listed for each unit. INSTRUCTIONAL MATERIALS: References for each unit are included in the column on instructional resources. Full citations are given in the bibliography. Tapes, transparencies, slides, and records are also listed. STUDENT ASSESSMENT: Techniques for evaluation by student self-evaluation, teacher-student conference, and teacher observation and evaluation are set out in the introductory material. (MBM)

ED 063 284 SP 007 351
Haviland, Pam
A Program for High School Social Studies: Anthropology.
Bloomington Public Schools, Minn.
Pub Date Oct 69
Note—154p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Anthropology, *Cross Cultural Studies, *Curriculum Guides, *High School Curriculum, *Social Sciences
GRADES OR AGES: High School. SUBJECT MATTER: Anthropology. ORGANIZATION AND PHYSICAL APPEARANCE: The guide covers three units: 1) "The Study of Man"; 2) "Introduction to Physical Anthropology," including the process of evolution, descent and change in time, chronology of events, dawn of man, fossil man, race, and definitions of race; and 3) "Cultural Anthropology"--Asia, Africa, Polynesia, and Latin America. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are set out at the beginning of the guide; detailed objectives and activities are listed for the activities in each unit. Included in the guide are reprints of articles, worksheets, transparency masters, charts and tables, and bibliographies. There is also a listing of the information services and embassies in the United States of members of the United Nations. STUDENT ASSESSMENT: None. (MBM)

ED 063 285 SP 007 352
Clancy, Patricia And Others
Seventh Grade Social Studies. A Program in Sociology and American History.
Bloomington Public Schools, Minn.
Pub Date 69
Note—144p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American History, *Curriculum Guides, *Grade 7, *Junior High Schools, Social Behavior, *Sociology
GRADES OR AGES: Seventh grade. SUBJECT MATTER: Sociology and American history. ORGANIZATION AND PHYSICAL APPEARANCE: The guide covers five units: "-Biological Basis of Human Behavior," "How We Become Human," "The Family and Other Socializing Institutions," "Man's Behavior in Groups and Crowds," and "Minority Group Problems." The presentation of the units varies, but each includes objectives, bibliographies, and audio-visual aides. There are also worksheets, role playing discussion questions, and questionnaires. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral objectives are set out in the introductory material. More detailed objectives are given for each unit. Role playing discussions are the only activities specified. INSTRUCTIONAL MATERIALS: In each unit there are bibliographies for students and teacher and lists of audio-visual aids. For unit five there is also a list of possible resource people, and the appendix includes a general teacher bibliography. STUDENT ASSESSMENT: A pre- or post-test of attitudes is included in the introductory material. (MBM)

ED 063 286 SP 007 353
Hanson, James And Others
Eighth Grade Social Studies. An Experimental Program in Geography and Anthropology.
Bloomington Public Schools, Minn.
Pub Date 68
Note—123p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Anthropology, *Curriculum Guides, *Geography, *Grade 8, *Social Studies
GRADES OR AGES: Grade 8. SUBJECT MATTER: Geography and Anthropology. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes descriptions of geography and anthropology as disciplines, the basic course objectives, techniques for evaluating objectives and a student self-evaluation form. The guide covers six units: 1) "What Kind of Questions Do Geographers Ask?" 2) "The Growth of Cities"; 3) "In What Ways Does Man's Physical Environment Affect His Settlement Patterns?" 4) "Introduction to Anthropology"; 5) "The Geography of Culture Change"; and 6) "Thematic Unit--Hunger." The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material, and detailed objectives and activities are included for each unit. INSTRUCTIONAL MATERIALS: Reading references are given in each unit, together with worksheets, maps, transparency masters, and bibliographies. The appendix includes additional maps, worksheets, discussion material, and a resource bibliography. STUDENT ASSESSMENT: Suggestions for student assessment are given in the section on evaluating objectives. (MBM)

ED 063 287 SP 007 381
Bowman, Doris And Others
Music Handbook for Primary Grades.
Parkrose Public Schools, Portland, Ore.
Pub Date Jun 68
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Grade 1, *Grade 2, *Grade 3, *Music Education, Primary Grades
GRADES OR AGES: Primary grades (1, 2, and 3). SUBJECT MATTER: Music. ORGANIZATION AND PHYSICAL APPEARANCE: This guide contains a detailed outline of the basic music concepts for elementary grades with suggestions for activities which may develop understanding of the concepts. The pages of activities are color coded by grade level. There are three main sections. Section 1 deals with concepts for music education with subsections on rhythm, melody, form, harmony, and expressive qualities. Section 2 sets out the general music outline for each grade including singing, listening, moving to music, playing instruments, creating music, and reading music. Section 3 deals with music activities for the classroom teacher for each grade. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are detailed in section 1 and activities in section 3. INSTRUCTIONAL MATERIALS: songs, records, and books for each grade are listed in section 3. STUDENT ASSESSMENT: None. (MBM)

ED 063 288 SP 007 382
Bowman, Doris And Others
Music Handbook for Intermediate Grades.
Parkrose Public Schools, Portland, Ore.
Pub Date Jun 68
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Intermediate Grades, *Musical Instruments, *Music Education
GRADES OR AGES: Intermediate Grades. SUBJECT MATTER: Music. ORGANIZATION AND PHYSICAL APPEARANCE: This guide has been developed to help the classroom teacher supplement the program of the music specialist. There are three main sections: Section 1 includes general concepts of music that the specialists will cover and has subsections on rhythm, melody, form, harmony, and expressive qualities. Section 2 deals with music activities for the classroom teacher with subsections on autoharp, recorder, instruments to make and play, singing, and choral reading. Section 3 contains four bibliographies for choral reading, dancing, listening, and a general bibliography. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Both objectives and activities are included in the "Learnings" column of section 1. INSTRUCTIONAL MATERIALS: Section 2 includes detailed instructions for making a number of musical instruments. The bibliographies include books, records, and films. STUDENT ASSESSMENT: None. (MBM)

TE

ED 063 289 TE 002 705
Bitner, B. E.
York: The Summer of Our Content, Prologue or Epilogue.
Pub Date Sep 71
Note—10p.
Journal Cit—NEATE Leaflet; v70 n3 p3-12 September 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Curriculum, *Conferences, Curriculum Development, Drama, *Elementary Schools, *English Instruction, *Language Arts, Learning Processes, Professional Personnel, Role Perception, *Secondary Schools, Teaching Techniques
The accomplishments of the York International Conference on the Teaching and Learning of English held in 1971 are presented as the work of six commissions made up of conference participants. The participants were 100 Americans, 100 Canadians, and 250 British. Commission One addressed itself to English in the secondary school, ages 11-18; Commission Two had as its task the exploration of various non-exclusive means of planning and organizing English programs; the topic of Commission Three was "Language and Learning in the Primary School"; Commission Four considered the topic "English for the Young Adult," ages 16-22; Commission Five concentrated specifically on the place of drama in the teaching and learning of English; and the issue of curriculum change was attacked by Commission Six. A spontaneous Seventh Commission addressed themselves to the issues of the power and role of English teachers as rational political activities, of professional organizations, the redefinition of the responsibility of those organizations to teachers, and to the protection and encouragement of responsible innovation. (DB)

ED 063 290 TE 002 811
Odell, Camillus Lee
Discovery Procedures for Contemporary Rhetoric: A Study of the Usefulness of the Tagmemic Heuristic Model in Teaching Composition.
Pub Date 70
Note—162p.; Unpublished Ph.D. Dissertation, University of Michigan
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-15,255: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Analytical Criticism, *Composition (Literary), Descriptive Writing, English Instruction, *Essays, Literary Criticism, Rhetoric, Student Testing, *Student Writing Models, Tagmemic Analysis, Teaching Programs, Writing Skills
This study describes the philosophical and psychological assumptions on which radical changes in the teaching of composition might be based; presents a program for making those changes; and tests the effectiveness of that program. It is predicted that if composition students learn to use the tagmemic heuristic model as a plan for guiding inquiry, their writing will reflect three basic changes: (1) Students will examine data more thoroughly; (2) Students' essays will contain fewer conceptual gaps; and (3) Students will solve problems more adequately. Essays were scored and the predictions were tested by the following questions: Did the post-test essays show an increase in the kinds of intellectual operation performed?; Was there a decrease in the number of conceptual gaps?; and Was there an increase in the essayist's use of evidence? All questions were answered affirmatively. The results of this study have significant implications for future testing of complex linguistic behavior, for rhetorical theory and the teaching of composition, and for educational theory and practice. (Author/LS)

ED 063 291 TE 002 900
Blackie, John
English Teaching for Non-Specialists.
Pub Date 69
Note—203p.
Available from—Faber and Faber, 24 Russell Square, London, England ($3.93)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *English Instruction, *Language Development, Linguistics, Literature Appreciation, Poetry, Primary Grades, Prose, Reading, *Resource Materials, Secondary Schools, *Teacher Education, Writing
This book was written with the intention of helping non-specialist teachers of English in the middle school range. Part One: The Teacher's Resources contains chapters on: (1) The Linguistic Resources; (2) The Literary Resources; and (3) The Resources of Craftsmanship. Part Two: The Teacher's Art deals with (4) Some Preliminary Considerations; (5) Language Development in the Primary Schools; (6) An English Test; (7) Language Study for Older Children; (8) Writing; (9) Reading; (10) Books and Things; (11) Poetry; (12) Prose Literature; and (13) A Critical Conclusion. A note on audio-visual aids, appendices, and notes and references are provided. (LS)

ED 063 292 TE 002 911
Kenzel, Elaine Williams, Jean
Expansion of Consciousness: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—58p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Composition (Literary), Comprehension Development, *Emotional Experience, Group Experience, Individual Development, *Perception, Psychological Patterns, *Sensory Experience, Stimuli, *Stimulus Behavior, Thought Processes
Identifiers—*Quinmester Program
A course that capitalizes on individual and group experiences and encourages students to expand their powers of observation and discernment is presented in the course, students analyzing their thoughts and translate them into written responses. The performance objectives are: A. Given opportunities to experience sensory and emotional stimuli, students will demonstrate an expanding awareness of each sense; B. Given opportunities to experience intellectual challenges, students will demonstrate an increasing comprehension with each situation; and C. Given opportunities to delve into moot phenomena, students will discern for themselves what is real and what is not real. Emphasis is placed on Teaching Strategies, which are approximately 178 suggestions for the teacher's use in accomplishing the course objectives. Included are the course content and student and teacher resources. (Author/LS)

ED 063 293 TE 002 912
Davis, Ellen B.
Children's Theatre: Drama, English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—16p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Acting, *Behavioral Objectives, Characterization (Literature), Children, Creative Dramatics, *Curriculum Guides, Drama, Dramatic Play, Elementary Schools, Pantomime, *Production Techniques, *Theater Arts
Identifiers—*Quinmester Program
A course in the production of plays for and with children for presentation at elementary schools is outlined. This course involves choosing the play and mounting the production. The performance objectives indicate the student will: develop the necessary stage disciplines to perform as a member of a production unit; reacquaint himself with a child's world through examining nursery rhymes and children's stories; free his body and imagination through interpreting nursery rhymes and children's stories in mime form; contrast character stereotypes that are present in many children's stories; choose a play for production purposes; and organize the production elements of a children's play. The course outline consists of: I. Performance Objectives; II. Course Content; III. Teaching Strategies; IV. Learning Activities; V. Student Resources; and, VI. Teacher Resources. (LS)

ED 063 294 TE 002 913
Sepulveda, Betty R.
The Language Barrier and Its Effects on Learning.
Pub Date 69
Note—16p.; An unpublished paper
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Culturally Disadvantaged, Disadvantaged Youth, *Educational Retardation, *English (Second Language), English Curriculum, *Intellectual Development, Language Development, Language Handicaps, Negro Dialects, *Nonstandard Dialects, Social Dialects, Spanish Speaking, Standard Spoken Usage, Teaching Methods, Verbal Communication
This paper examines the factors within the environments of the classroom that contribute to intellectual retardation among the disadvantaged. To pinpoint the factors involved, educators must consider (1) the language barrier, (2) how it is formed, (3) at what level is it retarding the pupil, (4) What educational approaches are needed to meet the language needs of the deprived, and (5) how varied must the teaching approaches be, in order to involve the learner. A "transitional" type of readiness program is needed to help bridge the initial gap that exists when the disadvantaged child enters school. The term "disadvantaged" encompasses the non-English speaking Hispano, the non-standard-English speaking Hispano, the Negro, the poor-white, the Indian, and the Oriental. The point is not to replace the child's language, but to add other forms. Suggestions of how to motivate a disadvantaged child, and interest him in learning are as follows: (1) Give him problems to solve; (2) Provide manipulative materials to aid him in the solution; (3) Structure lessons simply; (4) Set short range goals that are meaningful and functional; (5) Allow large blocks of working time in physically oriented tasks; (6) Vary the teaching approach by making a game out of a lesson; and (7) Utilize the experiences that the child has developed in his poverty culture by beginning instruction at the time he enters school. (Author/LS)

ED 063 295 TE 002 914
Simon, Dorothea P. Simon, Herbert A.
Alternative Uses of Phonemic Information in Spelling.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Inst. of Mental Health, Rockville, Md.; Office of Education (DHEW), Washington, D.C.
Report No—Proj-50253
Pub Date 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Elementary School Students, Graphemes, Intonation, Memory, Oral Expression, *Phonemics, *Phonetic Analysis, Reading Improvement, Response Mode, *Spelling, *Spelling Instruction, Structural Grammar
Identifiers—Generator Test Process, Hanna Rudorf Algorithm
This paper distinguishes several ways in which phonemic information might be employed in spelling; examines some empirical data on the consequences of using these information sources; formulates hypotheses about the underlying processes involved; and suggests possible implications for the teaching (and learning) of spelling. Included are tables of the phoneme code with graphemic options and examples, Comparisons of Spelling by Elementary School Pupils with the Hanna-Rudorf Algorithm, and figures depicting the spelling and reading errors by means of a Generator-Test Process. The simulation technique discussed may be used to identify the spelling processes used by individual children and the information they hold in memory, and to diagnose and prescribe treatment for individual spelling problems. (Author/LS)

ED 063 296 TE 002 915
Lundsteen, Sara Wynn Rickey
Teaching Abilities in Critical Listening in the Fifth and Sixth Grades.
Pub Date 63
Note—241p.; Unpublished Ph.D. Dissertation, University of California-Berkeley
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 64-5254: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Auditory Perception, *Communication (Thought Transfer), Critical Thinking, Grade 5, Grade 6, Group Instruction, *Listening, *Listening Comprehension, *Listening Skills, Statistical Analysis, Test Construction
Identifiers—*Critical Listening, Dallas, Texas
The existence of critical listening abilities as part of general listening ability was explored. The abilities were: (1) Detecting the Speaker's Purpose, (2) Analyzing and Judging Propaganda, and (3) Analyzing and Judging Arguments. Critical listening was defined as the process of examining spoken materials in the light of related objective evidence, comparing the ideas with some consensual data, and concluding or acting upon the judgment made. Eighteen lessons were developed to teach critical listening ability, an instrument was constructed for testing at elementary level, and an item analysis was made. Volunteer classes in the fifth and sixth grades (N=287) in Dallas, Texas were assigned to experimental and control groups. Statistical data were analyzed by factor analysis, correlation, analysis of variance, and t-tests. Conclusions support the evidence of the existence of related but separate critical listening abilities as part of general listening ability, a part which can be tested and improved. (Author/LS)

ED 063 297 TE 002 916
Tygard, Jane Collier
Analysis of the Role and Function of the Department Chairman in Supervising Beginning English Teachers.
Pub Date 70
Note—343p.; Unpublished Ph.D. Dissertation, University of Pittsburgh
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16,206: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Academic Performance, *Administrative Personnel, Beginning Teachers, Comparative Analysis, Educational Experiments, *English Instruction, Interaction, *Language Arts, Role Perception, Student Evaluation, *Supervisory Methods, Teacher Administrator Relationship, Teacher Improvement, *Teacher Supervision, Teaching Skills
This study focuses on the role of the department chairman in supervising beginning English teachers to help them develop teaching skills which will result in increasing pupil achievement in language arts within the established curriculum. A part of the study focused on the development of 11 strategies of supervision which were tested in a Pilot Program involving one department chairman, one first-year English teacher, and one class; and a Developmental Study which expanded the activities of the Pilot Program to include a larger sample. Both studies followed the experimental control group design with pretests and posttests. Analysis of the results of the Pilot Study showed that the experimental group improved significantly, whereas the control group did not. Analysis of the Developmental Study did not show the same degree of improvement in the experimental group. The results of the study imply that the strategies of supervision might be more effective if the chairmen were better prepared to implement them. The study also showed the need for further training of teachers and chairmen to enable them to more effectively meet the challenges presented in inner-city schools. (Author/DB)

ED 063 298 TE 002 917
Speed, W. Kelley
Project MAS--'Que esta pasando?'
Pub Date Feb 72
Note—7p.
Journal Cit—NEATE Leaflet; v71 n1 p31-7 February 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Problems, Community Problems, *Dropout Problems, High Schools, Humanities, *Language Arts, *Project Training Methods, *School Holding Power, Socioeconomic Influences, Urban Dropouts
Identifiers—Connecticut, *Hartford Public High School, Project MAS
Project MAS (taken from the Spanish, meaning "more") was designed to offer MORE alternatives to students. The program, developed for the Hartford Public High School (HPHS), Connecticut, is intended not only to reduce the phenomenon known as "dropping out" (a student centered problem) but also to reduce the phenomenon known as "pushing out" (a school centered problem). The program's background, development, objectives for the next five years, and evaluation are discussed. Three major components of the project are: Staff Development; Instruction; and Supportive Services. The problems of HPHS epitomize those of urban America. Social, economic, and educational problems are common to almost every urban community. The Project attempts to discover strategies that will identify the problems, the factors involved, and prescribe actions that will lead to solutions. (Author/LS)

ED 063 299 TE 002 918
Butcofsky, Donald Lamar
Effects of a Secondary School Humanities Program upon Selected Aspects of Student Personal-Social Adjustment.
Pub Date 70
Note—150p.; Unpublished Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16, 165: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Adolescents, *Behavioral Objectives, Behavior Development, Check Lists, Curriculum Planning, Data Analysis, *Humanities Instruction, Interpersonal Problems, *Personal Adjustment, Psychological Testing, Secondary School Students, *Social Adjustment, Social Problems
Identifiers—Bucks County, Pennsylvania
This study determines the effect a secondary school humanities program had upon the personal-social adjustment of its students as indicated by response to selected items in a problem checklist. The Mooney Problem Checklist, Form H (1950) was administered to 936 respondents, 454 males and 482 females. Response to all items (330) in the checklist was tabulated by grade level and sex. Among these students, 85.7% felt that the checklist gave a well-rounded picture of their problems. The levels of response were "most troublesome problem", "troublesome problem", and "no problem." The findings did not indicate substantial differences between the experimental and nonexperimental samples, but indicated that there was no constellation of common problems involving a majority of the respondents by sex. Among the 330 items, one went above the 50% level of response for the males, "Not spending enough time in study," There were no items at or above the 50% level for the females. (Author/LS)

ED 063 300 TE 002 919
Bluestein, Gene
The Voice of the Folk: Folklore and American Literary Theory.
Pub Date 72
Note—170p.
Available from—University of Massachusetts Press, Amherst, Massachusetts 01002 ($9.00)
Document Not Available from EDRS.
Descriptors—*American Literature, Art Education, Cognitive Processes, *Folklore Books, *Intellectual Experience, Language, *Literary Criticism, Literary Styles, Negro History, Philosophy, *Social Influences, Theories
Identifiers—*Emerson (Ralph Waldo), Whitman (Walter)
A study of relationships between folklore and American literary theory is presented. The underlying commitment of all the figures and groups represented is based on sophisticated insights into the nature of language, literature, social structure, and political philosophy; and in a contemporary context, the traditions discussed illuminate the meaning of American art and life. Six chapters are presented. In Chapter One, Folklore and Ideology, is discussed the nature of the relationship between national literary traditions and the body of folk literature produced by an unsophisticated people. Chapter Two, the Emerson-Whitman Tradition: Emerson, concerns itself with an esthetic formulation in Emerson's thought which made it possible to use the resources of folk tradition in such a way as to avoid reproducing archaic forms. Chapter Three, The Emerson-Whitman Tradition: Whitman, points out that Whitman's intellectual commitment to the idea of progress was a check against antiquarianism or outright primitivism. In Chapter Four, Folklore and the American Character, the question of form in relation to American literature is discussed. Chapter Five, The Sources of American Folksong, concerns itself with the position of critics with regard to the history of American folksongs. In Chapter Six, The Blues as a Literary Theme, points out there is a special relationship between the Negro and the American experience in general. This chapter concerns itself with the use of Negro folklore and folksong in more recent works. An epilogue and appendix are included. (Author/CK)

ED 063 301 TE 002 920
Carpenter, Sandra Witt
Mead, Dewey and Wheelwright on Scientific and Expressive Language.
Pub Date 70
Note—217p.; Unpublished Ph.D. Dissertation, Claremont Graduate School and University Center
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,676: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), *Comparative Analysis, Expressive Language, *Language Usage, *Literature, *Literature Appreciation, Research, Secondary School Students, *Student Attitudes, Theories
Identifiers—Dewey (John), Mead (George Herbert), Wheelwright (Philip)
This study originates in concern over the apparent fact that many secondary school students learn to dislike literature while studying works of literature in their English classes. The study eventuates in a behavioristic theory of literature; literature is described in terms of the meaning-making activities in which the reader engages rather than in terms of the formal properties of literary artefacts by which it is more conventionally described. This description is made possible by a theory which provides for a scientific language and an expressive language. The sources of the language theory are selected writings of George Herbert Mead, John Dewey, and Philip Wheelwright. A large portion of this study is devoted to formulating the language theories latent in their works. The inquiry is kept parallel by pursuing four fundamental questions in the treatment of the three subordinate language theories and the larger theory synthesized from them: (1) How may language be described behaviorally? (2) What is the relationship between self-object-language? (3) What is the relationship through language of one self to others? and (4) How is meaning developed, communicated, warranted in science? in art, specifically literature? Scientific and expressive languages are demonstrated to be differentiable on the basis of these four questions. It is suggested that expressive language allows the artist to communicate directly to the reader while scientific language works differently. It is also suggested that the failure of the schools to give recognition to these differences may be partly responsible for students' dislike of literature. (Author/CK)

ED 063 302 TE 002 921
Andre, Thomas
Organizational Processes in the Free Recall of Sentences.
Pub Date Apr 72
Note—11p.; Paper presented at annual meeting of American Educational Research Association (Chicago, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Cluster Grouping, College Students, Educational Psychology, Experimental Groups, Factor Analysis, Graduate Study, *Grammar, Language Research, Learning Processes, Nominals, *Organization, Psychology, *Recall (Psychological), Role Perception, *Sentence Structure
Identifiers—Andre (T), Kulhavy (R W)
Investigations designed to eliminate ambiguities in the Andre and Kulhavy procedure and to investigate the effects of noun modifications and sentence voice in the category clustering of sentences were conducted. Two experiments were carried out; both employed a mixed factorial design and were prepared in dittoed booklets. The Ss were run in groups. Experiment 1 utilized students taking graduate or undergraduate educational psychology. Experiment 2 used introductory psychology students. It was found that modification of categorizable nouns reduces recall and that sentence voice failed to produce a significant difference in recall or clustering. It was also found that organization processes play some role in the learning and remembering of sentences. (Author/CK)

ED 063 303 TE 002 922
Wootton, Verne B. Nichols, James R.
The Ohio Survey of High School English Programs.
Pub Date Mar 72
Note—17p.
Journal Cit—Ohio English Bulletin; v13 n1 p1-17 March 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, Course Content, Curriculum Design, Educational Change, *English Programs, Financial Needs, High Schools, Instructional Materials, Professional Recognition, *Questionnaires, Relevance (Education), *Surveys, Tables (Data), *Teacher Attitudes, Teacher Education
Identifiers—*Ohio
A survey taken, in questionnaire form, of high school principals is discussed. The purpose of this survey was to take note of the state of the English curriculum in Ohio high schools. Findings include: (1) About 41 per cent of the English departments have released time made available for professional activities; (2) School libraries are supporting English programs at a level ranging from satisfactory to excellent; (3) Roughly 70 per cent of English curricula in Ohio are presently offering considerably more than the required five English units. Findings of room for improvement include: (1) About 34 per cent of the schools are using teaching materials that provide no linguistic background for the structural analysis of the English language; (2) Admittedly 41 per cent of the staffs never schedule departmental meetings; and (3) Only a fifth of Ohio schools provide any measure of official recognition for good teachers and good teaching. It was also found that the majority of teachers and administrators are committed to relevant change. The questionnaire was divided into two parts: I. Funding, and II. Teacher expertise and training. Data are given in tabular form. (Author/CK)

ED 063 304 TE 002 923
Brooks, Cleanth
The Importance of Teaching Poetry.
Pub Date 71
Note—16p.; A paper presented at annual meeting of the Open Court Advisory Board (3rd, Chicago, June 1971); Reprinted in "Papers on Educational Reform," Vol. II
Available from—Open Court Publishing Company, 1039 Eighth Street, La Salle, Illinois 61301 (Book: $1.95)
Document Not Available from EDRS.
Descriptors—Discipline, *Educational Objectives, *English Instruction, Evaluation, Figurative Language, High School Students, *Language Usage, Literature, Metaphors, *Poetry, Standards, Values
The value of poetry is discussed. The term "-poetry" is used to refer not only to verse but to imaginative literature in general. It is conceded that poetry deals with a value-structured world and that judgment of it is subjective. It is also pointed out that students, even high school students, can be taught some objective standards for evaluating poetry. Such elements as metaphor and tone are two concrete items on which to base a judgment. It is concluded that we live in a world in which language is beginning to break down under the strain - especially advertising and political - imposed upon it by people who don't know how to ure it, or who deliberately pervert it to their own ends. It is also concluded that to give a student some training in language and its possibilities and to train him in some kind of discipline in the responsible use of it are perhaps the two most important things that the school can do. (Author/CK)

ED 063 305 TE 002 924
Kinsey, Helen E., Ed. And Others
Books for Children, 1960-1965.
American Library Association, Chicago, Ill.
Pub Date 66
Note—447p; Selected and revised by the Booklist and Subscription Books Bulletin
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($10.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Comparative Analysis, Evaluation, Guides, *Literature Reviews, *Reading Material Selection
A compilation of children's books recommended for purchase is presented. The compilation is intended primarily for librarians and teachers as a book selection aid to be used in identifying recommended titles published recently. A total of 3,068 titles are mentioned and each entry is annotated. The annotation describes the contents of the book; gives an objective appraisal of it; makes comparisons with other books by the same author or on the same subject; and indicates possible use and reader interest or grade level. Complete bibliographic and ordering information is provided in each entry. (Author/CK)

ED 063 306 TE 002 925
Kinsey, Helen E., Ed. And Others
Books for Children, 1965-1966.
American Library Association, Chicago, Ill.
Pub Date 66

Note—119p.; Selected and reviewed by The Booklist and Subscription Books Bulletin
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Guides, *Reading Material Selection

This bibliography of children's books is intended for use by librarians and teachers. Each entry is annotated and contains complete bibliographic and ordering information. A total of 770 entries are included. (CK)

ED 063 307 TE 002 926
Kinsey, Helen E., Ed. And Others
Books for Children, 1966-1967.
American Library Association, Chicago, Ill.
Pub Date 67
Note—128p.; Selected and reviewed by The Booklist and Subscription Books Bulletin
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($2.25)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Guides, *Reading Material Selection

A compilation of children's books intended as a buying guide for teachers and librarians is presented. A total of 802 annotated titles are included. Each entry provides complete bibliographic and ordering information, with prices current at the time of original review. (Author/CK)

ED 063 308 TE 002 927
Kinsey, Helen E., Ed. And Others
Books for Children, 1967-1968: Preschool through Junior High School.
American Library Association, Chicago, Ill.
Pub Date 68
Note—145p.; Selected and reviewed by the Booklist and Subscription Books Bulletin
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($3.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Elementary School Students, Guides, Junior High School Students, Preschool Children, *Reading Material Selection

A compilation of books for children in preschool through junior high school grades is presented. A total of 913 annotated entries are included. The compilation is intended to assist teachers and librarians in selecting children's books. Each entry provides complete bibliographic and ordering information. (Author/CK)

ED 063 309 TE 002 928
Kinsey, Helen E., Ed. And Others
Books for Children, Preschool through Junior High School, 1968-1969.
American Library Association, Chicago, Ill.
Pub Date 69
Note—139p.; Selected and reviewed by The Booklist and Subscription Books Bulletin
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($3.50)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Elementary School Students, Guides, Junior High School Students, Preschool Children, *Reading Material Selection

A compilation of children's books intended as a buying guide for teachers and librarians is presented. A total of 845 annotated entries are presented. Each entry contains complete bibliographic and ordering information. (Author/CK)

ED 063 310 TE 002 929
Kinsey, Helen E., Ed. And Others
Books for Children, Preschool through Junior High School, 1969-1970.
American Library Association, Chicago, Ill.
Pub Date 71
Note—127p.; Selected and reviewed by The Booklist
Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 ($3.50)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Childrens Books, Elementary School Students, Guides, Junior High School Students, Preschool Children, *Reading Material Selection

A compilation of children's books intended as a buying guide for teachers and librarians is presented. A total of 786 annotated titles is included. Each entry provides complete bibliographic and ordering information. (Author/CK)

ED 063 311 TE 002 930
Douglas, Wallace W.
English and the 70's: Part I: "Prolegomena for Curriculum Builders". Appendix to Final Report.
Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Sep 71
Contract—OEC-0-8-070655-2812(010)
Note—80p.
Available from—Northwestern University, The Curriculum Center in English, 1809 Chicago Avenue, Evanston, Ill. 60201 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Creative Thinking, *Curriculum Development, *Educational Change, Educational Theories, *English Curriculum, Essays, Instructional Materials, Learning Experience, Problem Solving, *Teacher Attitudes, Teacher Behavior, Values, *Workshops

A set of curriculum papers written mainly by teachers who attended workshops in continuing education is presented. This set is a collection of general or theoretical essays, in which teachers confront the problems of the English that has been emerging over the last three or four years. The intent of these papers is to provoke significant curriculum change by changing teacher attitudes. Values of these essays are listed as follows: (1) They give examples of good teaching materials; (2) They show teachers moving on their own in the realm of theory; and (3) They illustrate evidence of the workings of curriculum change. This document is divided into the following sections: And What Are We About?; Creative Thinking through Class Experiences; Papers for a New Curriculum; and References. (For related documents, see TE 002 936 - 939.) (Author/CK)

ED 063 312 TE 002 931
Munkres, Alberta
Helping Children in Oral Communication.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date 59
Note—102p.
Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 ($1.95)
Document Not Available from EDRS.
Descriptors—*Child Language, Creative Expression, Decision Making, *Dramatics, Language Development, Learning Experience, *Oral Communication, *Problem Solving, Semantics, Speech, Story Telling, *Teaching Techniques, Thought Processes

An attempt to answer questions surrounding the teaching of oral communication to children is presented. In each section, a pattern is followed. First comes the presentation of an example. Second, there is an explanation of the teaching efforts which led up to this oral product. Third, the author adds comments and raises questions to help the reader in examining the decisions made by the teacher involved and in thinking about alternatives. This booklet is divided into five sections: Conversing and Discussing; Storytelling; Reporting and Making Speeches; Dramatizing; and Using Words Well. Conversation and discussion were taught in connection with all aspects of the day's program and related to all other types of language activity. Six examples of storytelling are given, each as an illustration of the way in which one teacher, in one school, with one group of children achieved results. In this book, methods of teaching reporting and making speeches are built around five examples from children. Also, three plays, developed creatively by children and captured stenographically, are given. With each of these plays comes suggestions as to how they came to be and the significance they have for teaching. Chapter 5 is built around the point of view that children should learn words through the problems they face in attempting to communicate their thoughts. (Author/CK)

ED 063 313 TE 002 932
Motter, Charlotte Kay
Theatre in High School: Planning, Teaching, Directing.
Pub Date 70
Note—187p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($7.50)
Document Not Available from EDRS.
Descriptors—Administrator Attitudes, Audiences, Curriculum Design, *Guides, Interpersonal Competence, *Planning, Problem Solving, Public Relations, Reference Books, School Community Relationship, *Secondary Education, Secondary School Teachers, Teacher Attitudes, Teacher Qualifications, *Teaching Techniques, *Theater Arts
Identifiers—Shakespeare (William)

A book whose purpose is to provide a single source of reference for the prospective or beginning high school teacher-director and to offer more nearly complete information on the multiple problems confronting him on the job is presented. Sixteen chapters are included. Chapter 1 is designed to help the beginning teacher explain drama to an administration so that theatre arts will be included in the curriculum. Chapter 2 deals with the desirable qualifications of the high school drama teacher. The discussion in Chapter 3 is based upon personal observation, experience, and opinion of the status of drama in high schools. Chapter 4 discusses ways in which the drama teacher can remain on good terms with the school administration and other faculty members, and Chapter 5 discusses the drama teacher's relations with the community at large. Chapter 6 deals with publicity, and Chapter 7 with assembly programs and entertainments. Chapter 8 discusses audience education. Chapters 9 through 12 deal with various aspects of planning. Chapter 13 discusses the difficulties surrounding the selection of plays for high school production. In Chapter 14 is presented a number of suggestions for presenting Shakespeare on the stage. Chapters 15 and 16 discuss the mechanics of good play production. (CK)

ED 063 314 TE 002 933
Krall, W. Richard
The Effect of Training in Listening to Speeded Discourse on Listening Comprehension.
Pub Date 70
Note—204p.; Unpublished Ph.D. Dissertation, University of Connecticut
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16,001: MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Analysis of Variance, Comparative Analysis, Control Groups, Experimental Groups, *Grade 6, *Hypothesis Testing, Intelligence Tests, Learning Activities, *Listening Skills, Research, Speech, *Testing, *Training Techniques

A study to investigate the effect of training in listening to speeded discourse on listening comprehension was conducted. Specifically, the study was designed to test the following hypothesis: There is no signifant difference in the amount of gain in listening achievement of the sixth-grade pupils who received speeded discourse speech training exercises of the nature herein described and those who do not. Two groups of average sixth-grade pupils were chosen: one as an experimental and one as a control group. Standardized tests of reading achievement, listening achievement, intelligence, and audiometric test were administered to both groups at the outset of the study. Fifteen pre-taped variable speeded discourse listening exercises with accompanying workbooks were administered to only the experimental group at the rate of three per week for a period of five weeks. The control group received the same 15 pre-taped listening exercises with accompanying workbooks without variable speeded discourse rates. No evidence was obtained to reject the null hypothesis. However, it was discovered that there existed a definite relationship between certain characteristics of students with respect to the manner in which they learn best. Another finding was that there was no significant loss in comprehension by those students in the experimental group. (Author/CK)

ED 063 315 TE 002 934
Knox, George
The Harlem Renaissance Today (The 1920's 'New Negro Movement' Reviewed)–Notes on a Neglected Theme.
Pub Date Dec 71
Note—5p.
Journal Cit—California English Journal; v7 n4 p29-33 December 1971

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Literature, Course Content, Cultural Enrichment, History, *Literature Reviews, *Negro Literature, Universities
The works assigned to a university course in the Harlem Renaissance (HR) are discussed. The HR is defined as a controversial collocation of cultural and aesthetic phenomena. The point is made that the historical backgrounds for the period from Reconstruction to the end of World War I was characterized by many changes which strongly affected black people. These changes had an effect on the works of the HR. The works of both white and Negro writers are reviewed. (CK)

ED 063 316 TE 002 935
Braun, Carl Klassen, Bernard
A Transformational Analysis of Oral Syntactic Structures of Children Representing Varying Ethno-Linguistic Communities.
Manitoba Univ., Winnipeg.
Spons Agency—Manitoba Dept. of Youth and Education, Winnipeg.
Pub Date [70]
Note—13p.; An unpublished paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Bilingualism, *Child Language, Classification, Elementary School Students, *Ethnic Groups, Grammar, Individual Differences, Language Development, *Linguistics, Rating Scales, Research, Sex Differences, *Syntax, Task Performance, Tests, *Transformations (Language)
Identifiers—*Pintner Tests
A study designed to investigate to what extent ethno-linguistic background affects speech patterns and syntactic flexibility of grades one, four and six children from monolingual, bilingual-French and bilingual-German rural communities. A total of 216 randomly selected subjects were used; they were selected from nine rural Manitoba schools, and they were drawn in equal frequencies from grades one, four and six in each of the nine schools. The criterion measure for ability was Pintner Cunningham Primary Test for grade one, and the Pintner General Ability Test for grades four and six. All the language samples were segmented into minimal terminable units (T-units) single independent predications together with any subordinate clauses that may be grammatically related to it. The indices adopted for the study were differentiated on a dichotomous scale: positive and negative. Linguistic performance credited to the positive scale was assumed to indicate language maturity. Performance measured on the negative scale indicated deficiency in language development. Findings include: The only sentence-combining transformation categories favoring the grade six subjects were the Infinitive Phrase + Subject and the Coordinate transformations. Only two transformation categories showed any significant relationship to the sex variable; and the ability variable proved significant in all tested categories except Coordinate Structure transformations. (Author/CK)

ED 063 317 TE 002 936
Douglas, Wallace W.
English and the 70's: Part II: Writing: Some General Articles, Writing: The Classroom Experience. Appendix to Final Report.
Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Sep 70
Contract—OEC-0-8-070655-2812(010)
Note—77p.
Available from—Northwestern University, The Curriculum Center in English, 1809 Chicago Avenue, Evanston, Ill. 60201 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Composition (Literary), Concept Formation, *Curriculum Development, *Educational Change, Educational Theories, *English Curriculum, Essays, Instructional Materials, Learning Experience, Motivation, Problem Solving, Social Influences, *Teacher Attitudes, Teacher Behavior, Values, Workshops
A set of curriculum papers written mainly by teachers who attended workshops in continuing education is presented. This set contains articles looking toward a freer conception of school writing than the one generally held, and some exemplary assignments. The intent of these papers is to provoke significant curriculum change by changing teacher attitudes. Values of these essays are listed as follows: (1) They give examples of good teaching materials; (2) They show teachers moving on their own in the realm of theory; and (3) They illustrate evidence of the workings of curriculum change. The document is divided into the following sections: Writing: Some General Articles; and Writing: The Classroom Experience. General emphasis is on personal and expressive writing, and on the writing process, especially on classroom conditions that encourage writing. The study establishes the continuity of the composition ethos in U.S. schools: teaching techniques (discovery of errors, practice in skills) and ends (training to meet future social demands and conditions) remain constant in all articles noted. (For related documents, see TE 002 930 and TE 002 937-939.) (Author/CK)

ED 063 318 TE 002 937
Douglas, Wallace W.
English and the 70's: Part III. Appendix to Final Report.
Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Sep 70
Contract—OEC-0-8-070655-2812(010)
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Concept Formation, *Curriculum Development, Educational Change, *Educational History, Educational Theories, *English Curriculum, Essays, Instructional Materials, Learning Experience, Problem Solving, *Teacher Attitudes, Teacher Behavior, Values, *Workshops
A set of curriculum papers written mainly by teachers who attended workshops in continuing education is presented. This set is a historical study of the attitudes toward and conceptions of composition that have been held during recent years. The intent of these papers is to provoke significant curriculum change by changing teacher attitudes. Values of these essays are listed as follows: (1) They give examples of good teaching materials; (2) They show teachers moving on their own in the realm of theory; and (3) They illustrate evidence of the workings of curriculum change. (For related documents, see TE 002 930, TE 002 936, and TE 002 938 - 939.) (Author/CK)

ED 063 319 TE 002 938
Douglas, Wallace W.
English and the 70's: Part IV: Approaches to English I. Appendix to Final Report.
Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Sep 70
Contract—OEC-0-8-070655-2812(010)
Note—117p.
Available from—Northwestern University, The Curriculum Center in English, 1809 Chicago Avenue, Evanston, Ill. 60201
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, *Curriculum Development, *Educational Change, Educational Theories, *English Curriculum, Essays, Instructional Materials, Learning Experience, Problem Solving, *Teacher Attitudes, Teacher Behavior, Values, *Workshops
A set of curriculum papers written mainly by teachers who attended workshops in continuing education is presented. This set is a collection of teaching materials, assignments, and exercises, accompanied in some cases by reports of use. The intent of these papers is to provoke significant curriculum change by changing teacher attitudes. Values of these essays are listed as follows: (1) They give examples of good teaching materials; (2) They show teachers moving on their own in the realm of theory; and (3) They illustrate evidence of the workings of curriculum change. This document contains 23 lessons in various aspects of English, illustrative of the improvement in exercises that can occur when ends are clearly understood and their relation to means clearly articulated. The emphasis is generally on teaching properties of style or form. (For related documents, see TE 002 930, TE 002 936 - 937, and TE 002 939.) (Author/CK)

ED 063 320 TE 002 939
Douglas, Wallace W.
English and the 70's: Part IV: Approaches to English II. Appendix to Final Report.
Northwestern Univ., Evanston, Ill. Curriculum Center in English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date [Sep 70]
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Curriculum Development, *Educational Change, Educational Theories, *English Curriculum, Essays, Instructional Materials, Learning Experience, Problem Solving, *Teacher Attitudes, Teacher Behavior, Values, *Workshops
A set of curriculum papers written mainly by teachers who attended workshops in continuing education is presented. This set is a collection of teaching materials, and assignments, accompanied in some cases by reports of use. The intent of these papers is to provoke significant curriculum change by changing teacher attitudes. Values of these essays are listed as follows: (1) They give examples of good teaching materials; (2) They show teachers moving on their own in the realm of theory; and (3) They illustrate evidence of the workings of curriculum change. (For related documents, see TE 002 930 and TE 002 936 - 938.) (Author/CK)

ED 063 321 TE 002 940
Jenkins, Kenneth V.
Elective: African Literature.
Pub Date 10 Nov 69
Note—8p.; An unpublished paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African Literature, *Course Content, Cultural Enrichment, *English Curriculum, High School Curriculum, Literary Criticism, *Negro Literature, *Secondary Education, Values
Identifiers—Africa, *Egypt
The make-up of a course in African literature for high school students is discussed. It is pointed out that the course can be constructed on already familiar lines. High school students will be able to describe clearly, for example, the relationship between environment and character or the dilemma of characters caught between traditional values and those of the city. A course would include as an introduction the religion and literature of ancient Egypt, which would enable students to make countless correspondences between the clothing, religion, art and customs of ancient Egypt and West African, East African and Central African forms. Various literary titles are suggested for inclusion. (Author/CK)

ED 063 322 TE 499 764
Art Education Framework for California Public Schools Kindergarten through Grade Twelve.
California State Board of Education, Sacramento.
Pub Date 71
Note—64p.; Prepared by the Art Framework Subcommittee of the Fine Arts and Humanities Framework Committee
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Aesthetic Education, *Art Education, *Art Expression, Art Teachers, *Cultural Enrichment, Elementary School Curriculum, *Fine Arts, Humanities, Kindergarten, State Curriculum Guides, Visual Arts
Identifiers—Art Education Framework, California
The nature and content of art education are described. This Framework, directed to teachers, curriculum specialists, and school administrators, is intended to help school districts improve and expand their art programs and to develop curriculum materials that are suitable to each district's needs, interests, and capacities. Presented are recommendations regarding implementation, instructional materials, facilities, and teacher education for art programs. The major topics covered are: goals of art education; objectives and instruction in art education programs; evaluation and review; and teachers and resources for art education programs. Included are 22 selected references. (Author/LS)

ED 063 323 24 TE 499 832
Rolland, Paul And Others
Development and Trial of a Two Year Program of String Instruction. Final Report.
Illinois Univ., Urbana. School of Music.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1182
Pub Date Apr 71
Contract—OEC-3-6-051182-1634
Note—511p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Audiovisual Aids, Children, *Educational Programs, *Experimental Programs, Films, Instructional Materials, Learning Activities, *Musical Instruments, *Music Education, Projects, Research, Teacher Education, Teaching Techniques

A series of films focused on movement education and rhythm training in string playing with emphasis on the violin were developed. An introductory film deals with principles of movement in string playing. Fifteen additional titles offer guidance to the student and teacher in the various details of basic string instruction. A summary film presents a final report on the performance and progress of children trained in the Project at the end of formal instruction. The central issue of the project under test was the hypothesis that movement training, designed to free the student from excessive tensions, can be introduced within an organized plan of string instruction, and that such a plan, in the long run, will result in faster learning and better playing in all facets of instruction. The materials were used and tested in an extensive two-year trial, involving 22 teaching centers in Illinois and additional out-of-state testing centers. Products of the study include: a film series in color on "The Teaching of Action in String Playing"; an introductory film and other films; a tune record and three exercise records. Recommendations include: (1) Teacher-training institutions hold the key to the future of string instruction in the schools; and (2) Programmed teaching materials and the use of audio-visual aids point to a new era of efficient instruction of string instruments. (For Appendix F, see ED 054 190.) (Author/CK)

TM

ED 063 324 TM 000 320
Flaugher, Ronald L.
Testing Practices, Minority Groups, and Higher Education: A Review and Discussion of the Research.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-41
Pub Date Jun 70
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, Admission Criteria, College Admission, Competitive Selection, Disadvantaged Groups, Educational Discrimination, Educationally Disadvantaged, Environmental Influences, Higher Education, *Literature Reviews, *Minority Groups, Objective Tests, Prediction, *Predictive Ability (Testing), Predictive Validity, Racial Differences, Success Factors, *Testing Problems, *Test Validity

Some of the controversial issues involved in the use of objective tests by institutions of higher education, as this use affects the selection and attendance by members of minority groups, are reviewed. Admissions committees now rely on the ability of a test to predict students' performance at their institution to guide their selection. However, minority group members have criticized such uses of test scores. Three potential sources of bias against minority groups include: irrelevance of the test content, particularly verbal content, to their culture and background; discriminatory administration of the testing program; and discriminatory use of the test results. Research investigating the comparative performance of minority and majority group members, the predictive validity of tests, and the influence of the testing environment on performance is reviewed. Efforts to isolate culturally biased test items have been unsuccessful. Evidence indicates that minority group members tend to score less well on most tests; however, tests seem to validly predict academic success regardless of the student's background. In addition, the physical and psychological atmosphere in which the test is administered seems to have a significant influence on performance. Suggestions for supplementary research are delineated. (PR)

ED 063 325 TM 001 160
Intensification of the Learning Process: Gross Motor Performance Scale. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-3
Pub Date Feb 70
Note—84p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Athletic Activities, Calisthenics, *Elementary Education, Exercise (Physiology), Fatigue (Biology), Individualized Instruction, Lifting, Motor Reactions, Muscular Strength, Physical Activities, *Physical Development, *Physical Fitness, Physical Health, Physical Recreation Programs, *Program Descriptions, Remedial Programs, Running, Test Interpretation, Test Reliability
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions

The Gross Motor Performance Screening Test was designed to aid the classroom teacher in obtaining specific information about the child's physical abilities. The test includes items which have been found to measure the various factors of physical fitness. It also includes items to measure skills important to the child and adult. Included also are items to measure the relative performance of different areas of the body, i.e., legs as compared to trunk and arms. From the results of the tests, it is possible to prepare a profile which shows the areas of strength and weakness in terms of physical performance. The Gross Motor Performance Screening Test is suggested as a rather comprehensive screening test of important physical abilities of elementary school children. Detailed descriptions of the exercises and equipment involved, as well as suggested remedial activities, are included. (See TM 001 363 for summary report of the project; for other related documents, see TM 001 364-374.) (Author/DG)

ED 063 326 TM 001 342
Jones, Leon
A Methodological Gap--The Completeness of a Goal Intent.
Pub Date Apr 72
Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Analysis, *Decision Making, *Decision Making Skills, *Educational Research, Evaluation Criteria, *Goal Orientation, *Measurement Goals, Models, Pilot Projects, Program Effectiveness, Resource Allocations

The notion that completeness of a goal intent will cause a fundamental change in the whole character of evaluation methodology is discussed. In addition, a series of methodological gaps are described. The focus was the lack of a methodic way to: (1) Establish pertinent goals; (2) Acquire goals such that the original intended outcome remain invariant throughout the evaluative process; (3) Ascertain whether the decision-maker uses the data provided by the evaluator; (4) Provide useful data for improvement and modification during the evaluative process; (5) Validate the measurability of a goal intent; (6) Train decision-makers as a participant in the evaluative process; and (7) Institutionalize a formal discipline for training educational evaluators. (Author/CK)

ED 063 327 TM 001 343
Hutchinson, Thomas E.
Some Overlooked Implications of the Purpose: To Provide Data for Decision Making.
Pub Date Apr 72
Note—7p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, Data Analysis, *Decision Making, *Decision Making Skills, *Educational Research, *Evaluation Methods, Goal Orientation, Measurement Goals, Models, Pilot Projects, Program Effectiveness, *Resource Allocations

A number of issues related to the development of evaluation methodology are discussed. These issues are as follows: the definition of the purpose, general strategies for the development of methodology, and methodological research. The evaluation methodology developed is for the purpose of providing data for decision making. Some specific implications for the use of the evaluation methodology are: the goals evaluated should be the decision maker's goals for the enterprise; the variables measured should be those of concern to the decision maker; and the observational techniques used should possess decision-maker validity. (Author/CK)

ED 063 328 TM 001 345
Busch, John Christian Simon, Lawrence H.
Methodological Variables in the Study of Field Dependent Behavior of Young Children.
Pub Date Apr 72
Note—15p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, Analysis of Variance, *Comparative Analysis, Correlation, Educational Research, Elementary School Students, Individual Tests, *Intelligence, Intelligence Differences, Intelligence Tests, Performance Tests, *Sex Differences, *Test Reliability, Test Validity
Identifiers—Lorge Thorndike Intelligence Test, *Rod and Frame Test

The rod and frame performance of 70 children, 5 to 7 years of age, with respect to sex and age differences, reliability, and its relationship to general intelligence, was investigated. The rod and frame test was administered individually and again following a period of 35 to 69 days, at which time the Lorge Thorndike Intelligence Test, form 1A, was also administered to groups of 4 to 5 children. Distributions, means and standard deviations of both rod and frame and intelligence data were computed. Results of the study showed the following: (1) There were significant differences found on the age factor; the difference between 5 and 6 and between 5 and 7 year olds was significant. The indication is that older subjects are more accurate than younger subjects; (2) There was a significant difference between the sexes with males performing more accurately than females; (3) The data indicate a good deal of internal consistency within the performance of subjects on both rod and frame tests. The data on the stability of performance was less impressive; and (4) It appears that there is a relationship between rod and frame performance and intelligence; however, the correlation is not of very great magnitude. (DB)

ED 063 329 TM 001 346
Kilbane, Marian T.
Development of an Instrument to Assess Attitudes of High School Students in Compensatory Programs.
Pub Date Apr 72
Note—11p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, *Compensatory Education Programs, Dropouts, Factor Analysis, Grade 7, Grade 10, High School Students, Junior High School Students, *Measurement Instruments, *Research Design, Research Methodology, Self Concept, Sex Differences, Social Attitudes, *Student Opinion, Student School Relationship

This paper describes the development of the Survey of Pupil Opinion, an attitude-assessment instrument adapted to the reading and "palatability" levels of high school students in compensatory programs. An initial pool of 100 items assumed to reflect "attitude toward school" was reduced to a 30-item instrument. Results revealed that, for each of three factors--social participation, perception of teachers, and self as student--the lowest mean score was obtained by the students who later dropped out of school. A copy of the instrument and tabulations and a graph of the three factor mean scores and the total mean score are included. (Author/DG)

ED 063 330 TM 001 347
Russell, H. H. Leithwood, K. A.
Evaluation and the Diffusion of Educational Innovations.
Pub Date Apr 72
Note—48p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, Communications, Cost Effectiveness, Criterion Referenced Tests, Curriculum Development, *Diffusion, Educational Accountability, Educational Change, *Educational Innovation, Educational Objectives, Educational Research, *Evaluation, *Goal Orientation, Interaction, Interinstitutional Cooperation, *Models, Norm Referenced Tests, Post Testing, Pretests, Program Development, Reliability, Teacher Responsibility, Validity
Identifiers—*Trent Valley Center

The role of evaluation in a working model for the diffusion of educational innovations is the central topic of this paper. The working model is a product of the Trent Valley Centre (TVC), a "regional laboratory" type extension center of the Ontario Institute for Studies in Education. The first objective of the program is to generate the working model for the diffusion of educational innovations, both process and product, and the second objective is to implement the emerging model in a school system that is characterized by the absence of markedly atypical features. The major components of the model include: a climate for change; academic-practitioner interaction; roles for evaluation; program development strategies; interschool cooperation; county wide communication networks; and teacher responsibility for change. Stages in the model include: agreement to begin; establishment of an organization; selection of problems and goals; study of available solutions; pilot trials; adopt, adapt, reject decisions; and field trial. The major contribution to new knowledge that this model makes has to do with the ways in which the components interact to produce validated educational change. (Author/DB)

ED 063 331 TM 001 348
Rahmlow, Harold F.
Implementing a Mixed Program of Criterion and Noncriterion-Referenced Measurement.
Pub Date Apr 72
Note—7p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Audiovisual Aids, Criteria, *Criterion Referenced Tests, Individualized Instruction, Instructional Improvement, *Insurance Occupations, *Insurance Programs, Mathematics, *Norm Referenced Tests, Performance Criteria, *Program Evaluation, Test Construction, Test Interpretation, Test Results
Identifiers—*American College of Underwriters

A transition program at the American College of Life Underwriters which is moving into criterion-referenced measurement, but is also maintaining some of the desirable aspects of norm-referenced measurement, is discussed. Two programs that have moved into the criterion-referenced measurement area are the Cassette/Review Program of the Zimmerman Adult Learning Laboratory and the Mathematics of Life Insurance portion of one of the C.L.U. courses. (Author/DB)

ED 063 332 TM 001 350
Forsyth, Robert A.
Considerations Related to the Usefulness of the Performance Indicators in Dyer's Student Change Model of an Educational System.
Pub Date Apr 72
Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Accountability, *Evaluation Techniques, Input Output Analysis, *Mathematical Models, *Program Evaluation, Reliability, Research Methodology, *Statistical Analysis, Summative Evaluation
Identifiers—*Performance Indicators

In Dyer's Student Change Model, performance indicators (PIs) are utilized as a measure of the effectiveness of educational programs. These PIs are examined and analyzed in some detail in this paper. In particular, the reliability of the residuals, the sensitivity of the measure to sample size, the random half reliability, and the stability of the PIs for consecutive classes are examined. Empirical results of a study of PI stability are presented. (DG)

ED 063 333 TM 001 351
Kriewall, Thomas E.
Aspects and Applications of Criterion-Referenced Tests.
Institute for Educational Research, Downers Grove, Ill.
Report No—TP-103
Pub Date Apr 72
Note—27p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, Academic Performance, *Criterion Referenced Tests, Decision Making, *Evaluation Methods, Individualized Instruction, *Instructional Design, *Item Sampling, Measurement Techniques, Models, *Student Grouping, Test Reliability, Test Validity

The measurement information generated by CRT's is designed for use in instructional management systems where classifications of pupils for treatment are to be decided on the basis of minimal data consistent with predetermined limits for the errors of misclassification. The measures obtained are content specific estimates of proficiency useful for the stratification of learning groups on a day-to-day basis if need be. By sampling across items rather than across persons, absolute measures of proficiency are obtained which can be reliably interpreted for nonrandomly selected pupils, the pupils of particular concern. The model is designed for wide variety of applications but retains in the concept of proficiency a simple and useful index for instructional management. The empirical data generated have clear implications for instructional decision-making. Some of the applications of item-sampling theory include the ability to (1) categorize learners into temporary learning groups on the basis of a common requirement for instructional treatment; (2) assess the relative effectiveness of competing instructional treatments; (3) determine, in the case of established instructional segments having predetermined performance standards, which individuals require further prescriptive assistance; and (4) in the case of curriculum development, to indicate hierarchical relations within a content sequence. (Author/DB)

ED 063 334 TM 001 352
Dziuban, Charles D. Harris, Chester W.
On the Extraction of Components and the Applicability of the Factor Model.
Pub Date Apr 72
Note—12p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, *Factor Analysis, *Mathematical Models, Predictor Variables, *Psychometrics, *Statistical Analysis
Identifiers—Project TALENT, Shaycroft (M F)

A reanalysis of Shaycroft's matrix of intercorrelations of 10 test variables plus 4 random variables is discussed. Three different procedures were used in the reanalysis: (1) Image Component Analysis, (2) Uniqueness Rescaling Factor Analysis, and (3) Alpha Factor Analysis. The results of these analyses are presented in tables. It is concluded from the results that factor analysis or image component analysis offers protection from interpreting random relationships as being meaningful. (Author/DB)

ED 063 335 TM 001 353
Impara, James C.
A System of Educational Assessment in the State of Florida.
Pub Date Apr 72
Note—8p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Criterion Referenced Tests, Decision Making, *Educational Accountability, *Educational Objectives, Educational Planning, Educational Programs, Elementary Education, *Evaluation Criteria, Measurement Instruments, Norm Referenced Tests, Program Descriptions, *Reading Achievement, Reading Skills, Reading Tests, School Community Relationship, *State Standards

A Florida program of assessment and accountability, wherein student achievement of specified minimum objectives is measured on a statewide level, is summarized. Background information, objective selection procedures, program management, and information utilization are discussed. (DG)

ED 063 336 TM 001 354
Costa, Crist H.
The Prediction of Teacher Turnover Employing Time Series Analysis.
Pub Date Apr 72
Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, Data Analysis, *Demography, *Faculty Mobility, Marital Status, *Predictive Measurement, *Predictive Validity, Sex Differences, *Statistical Analysis, Teacher Background, Teacher Characteristics, Time

The purpose of this study was to combine knowledge of teacher demographic data with time-series forecasting methods to predict teacher turnover. Moving averages and exponential smoothing were used to forecast discrete time series. The study used data collected from the 22 largest school districts in Iowa, designated as FACT schools. Predictions were made for the 1968-69 school year and then validated with the actual data for that school year. Data were organized into 27 types, which were suggested by a literature review. Results of the study show that teachers with less than four years experience showed the highest amount of turnover, with married women under 30 having the highest rate, unmarried females under 30 being second, married males and unmarried males being third and fourth, respectively. (DB)

ED 063 337 TM 001 355
Woodbury, Charles A., Jr. Jacobson, Milton D.
Recommendations for the Evaluation of Performance Contracting: An a Posteriori View.
Pub Date Apr 72
Note—4p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, Criterion Referenced Tests, Educational Objectives, Evaluation Techniques, Individualized Instruction, *Performance Contracts, Performance Specifications, *Program Evaluation, *Reading Achievement, *Reading Programs, Student Attitudes, *Student Testing
Identifiers—*Virginia

Aspects of design and procedures used in the evaluation of a performance contract are discussed, and the project and findings are briefly summarized. The Virginia performance contract in reading was carried out in seven school districts. Evaluation of the project showed that although instructional changes that utilized desirable individualized approaches were used in the experimental program, the experimental group achieved neither less nor more than the control group on ordinary standardized test measures. However, the experimental group had more positive attitudes toward reading than did the control, and in addition mastered the majority of the instructional objectives prescribed. Eleven observations resulting from the evaluation, presented for the guidance of those who contemplate performance contracting, are presented. (DB)

ED 063 338 TM 001 356
Koehler, Roger A.
Coombs' Type Response Procedures.
Pub Date Apr 72
Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Guessing (Tests), *Objective Tests, *Response Style (Tests), *Test Construction, *Testing, Test Reliability, Test Results, Test Validity
Identifiers—Coombs (C H), Dressel (P L), Schmid (P)

This paper provides substantial evidence in favor of the continued use of conventional objective testing procedures in lieu of either the Coombs' cross-out technique or the Dressel and Schmid free-choice response procedure. From the studies presented in this paper, the tendency is for the cross-out and the free choice methods to

yield a decrement rather than an improvement in the quality of measurement characteristics when compared to conventional testing procedures. (Author/DB)

ED 063 339 TM 001 357
Walker, Jerry P.
Installing an Evaluation Capability in an Educational Setting: Barriers and "Caveats."
Pub Date Apr 72
Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, *Educational Quality, *Evaluation Criteria, *Evaluation Techniques
This paper establishes and explains a series of propositions related to the installation of an evaluation system in an educational setting. The propositions are drawn from the problems identified by the Phi Delta Kappa National Study Committee on Evaluation. The paper treats five key problems and selected strategies for their recognition and avoidance. The problems are those of defining evaluation, identifying decision-makers, eliciting the values and criteria on which decisions are based, serving multiple decision levels, and distinguishing between research and evaluation. (Author)

ED 063 340 TM 001 358
Weaver, J. F.
Some Factors Associated with Pupils' Achievement When Solving Selected Types of Simple Open Sentences.
Pub Date Apr 72
Note—22p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Elementary School Students, *Factor Analysis, Grade 1, Grade 2, Grade 3, Mathematics, *Sentences, *Tables (Data), *Test Construction, *Testing, Test Results
This investigation sought to ascertain whether significant differences in pupils' achievement when solving open-sentence types existed in relation to the following factors: school grade, sentence form as determined by the symmetric property of the equality relation, the operation specified in a sentence, the position of the placeholder in a sentence, and the existence of an open-sentence solution within the set of whole numbers. Tables present the results of performance of 3,268 pupils in grades 1, 2, and 3. (Author/DB)

ED 063 341 TM 001 359
Miller, George R.
The Use of Formative Evaluation Procedures in the Development of a Mathematics Laboratory.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Pub Date Apr 72
Note—25p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Early Childhood Education, Educational Experiments, Educational Objectives, Evaluation Techniques, *Formative Evaluation, *Individualized Curriculum, *Laboratory Procedures, Learning Processes, *Mathematics Instruction, Models, Program Development
Identifiers—Lindvall Cox Model
The procedures used in the initial development of a Mathematics Laboratory within the Individually Prescribed Instruction (IPI) Mathematics Program are reported. The thesis of the report is that in the development of educational programs, especially those which are complex, attention should be directed both to the design of the program and the design of its evaluation, both formative and summative. Using the Lindvall-Cox model framework, it is suggested that one product of each phase of the development effort should be a revised "Goals-Plan-Operation-Assessment" outline, with such an outline then being used in the subsequent phase to guide its installation and evaluation. The Evaluation Outline presented contains in a concise form a description of the program at this state of its development. (Author/DB)

ED 063 342 TM 001 360
Cunningham, Donald J.
The Effects of Verbal, Imaginal, and Rote Instructional Sets on the Learning of Concrete and Abstract Sentences.
Indiana Univ., Bloomington. Inst. for Child Study.
Pub Date Apr 72
Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Comparative Analysis, Experimental Psychology, *Imagery, *Learning Processes, Memory, Recall (Psychological), Research, *Rote Learning, *Sentence Structure, *Verbal Learning
Identifiers—*Paivio (A)
An experiment designed to test the generality of Paivio's two factor theory of meaning to sentence comprehension was carried out, and two scoring procedures were investigated: a verbatim score in which sentence elements had to be recalled exactly as they appeared in the original, and a substance score in which synonyms were accepted. The subjects in the experiment were 30 graduate students, 15 of whom were assigned to the Imagery group and 15 to the Verbal group. Ten concrete (high imagery ratings) and 10 abstract (low imagery ratings) sentences were selected for the study (see Appendix for the complete list). The design was 3 x 2 repeated measures design, with repeated measures on the second factor--sentence type (concrete vs. abstract). The first factor was instructional set: Imagery vs. Verbal vs. Rote. With one exception, it was demonstrated that subjects employing verbal and/or imaginal processing techniques will recall more sentence elements than a group instructed to repeat a sentence over and over. The instructional sets had somewhat different effects upon the recall of nouns, verbs, and adjectives. Tables and figures present the results of the experiment. (DB)

ED 063 343 TM 001 363
Intensification of the Learning Process: Project Description. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-1
Pub Date Feb 70
Note—32p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Assisted Instruction, *Educational Diagnosis, Educational Resources, *Goal Orientation, *Individualized Programs, *Learning Processes, *Multimedia Instruction, Program Descriptions, Stimuli, Teamwork
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
The Personalizing Educational Prescriptions (PEP) Project has two main objectives: (1) the improvement of the diagnostic process with emphasis on the development of personalized educational prescriptions for all pupils; and (2) the improvement and expansion of multimedia services for all pupils. This report describes project goals, approaches, and the team involved. A final summary report, as well as changes in retrospect, is included. (For related documents, see TM 001 160, 364-374.) (MS)

ED 063 344 TM 001 364
Intensification of the Learning Process: Research Findings. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-2
Pub Date Feb 70
Note—95p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Data Analysis, *Educational Diagnosis, *Educational Research, Grade 2, *Individualized Programs, *Learning Processes, Post Testing, Pretests, *Research Design
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
The designs for measuring the effectiveness of personalized educational prescriptions in a pilot second-grade classroom for the first and second years are presented. The analysis of pretest and posttest data is also given. (See TM 001 363 for summary report of the project; for other related documents, see TM 001 160, 365-374.) (MS)

ED 063 345 TM 001 365
Intensification of the Learning Process: Diagnostic Instruments--Learner State Check List Evaluation Response Form. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-4
Pub Date Feb 70
Note—71p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Check Lists, *Diagnostic Tests, *Evaluation Methods, Language Arts, *Learning Processes, Mathematics Curriculum, Science Curriculum, Social Studies
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
Check lists for determining the pupils' position along a curriculum scale are presented. A behavioral objectives evaluation response form is included. (See TM 001 363 for summary report of the project; for other related documents, see TM 001 160, 364, 366-374.) (MS)

ED 063 346 TM 001 366
Intensification of the Learning Process: Pupil Description Worksheet. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-5
Pub Date Feb 70
Note—97p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Check Lists, Data Analysis, Data Collection, *Educational Diagnosis, Grade 2, Grade 3, *Individualized Programs, *Learning Processes, Manuals, *Profile Evaluation, *Worksheets
Identifiers—ESEA Title 3, *Personalizing Educational Prescriptions
The pupil description worksheet consists of 134 items which can be checked by the teacher to develop a profile of the learner. Details for use of the worksheet and examples of resultant pupil profiles are given. (See TM 001 363 for summary of project; for other related documents, see TM 001 160, 364-374.) (MS)

ED 063 347 TM 001 367
Intensification of the Learning Process: Educational Grouping Questionnaire. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-6
Pub Date Feb 70
Note—35p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classification, Computer Programs, *Elementary School Students, *Grouping (Instructional Purposes), *Learning Processes, Manuals, *Psychological Characteristics, *Questionnaires
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
This report consists of a classification of elementary school age children and information concerning an Educational Grouping Questionnaire, which is designed to help the classroom teacher group her students. (See TM 001 368 for example of questionnaire; see TM 001 363 for summary of report; for other related documents, see TM 001 160, 364-366, 369-374.) (MS)

ED 063 348 TM 001 368
Educational Grouping Questionnaire.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-6
Pub Date Feb 70
Note—1p.; An ESEA Title 3 Project
Available from—Not available separately; see TM 001 367
Document Not Available from EDRS.
Descriptors—Child Development, Classification, *Educational Benefits, *Emotional Develop-

ment, *Grouping (Instructional Purposes), *Learning Processes, Manuals, Psychological Patterns, *Questionnaires
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
This questionnaire is intended to help the classroom teacher group her children more effectively. The teacher must fill out the questionnaire for each child. It consists of 12 questions with four possible responses for each. Questionnaire results will show a pattern of responses for most children. The questionnaire is scored by computer. (See TM 001 367 for description of psychological patterns; see TM 001 363 for summary of the project; for other related documents, see TM 001 160, 364-367, 369-374.) (MS)

ED 063 349 TM 001 369
Intensification of the Learning Process: Diagnostic Instruments–Visual Performance Screening Test, Observing the Learner, Questionnaire-Parent. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-7
Pub Date Feb 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Diagnostic Tests, *Learning Processes, *Observation, Parent Attitudes, *Questionnaires, Recordkeeping, Screening Tests, *Vision Tests
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
Instruments for screening visual performance, for observing vision behavior, the learner in general, and the student at a learning task, and a parent questionnaire are described. (See TM 001 363 for a description of the total project; for other related documents, see TM 001 160, 364-368, 370-374.) (MS)

ED 063 350 TM 001 370
Observing the Individual Student at a Learning Task.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 70
Note—4p.
Available from—Not available separately; see TM 001 369
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, Check Lists, *Educational Environment, *Learning Processes, *Observation, *Student Behavior, *Task Performance
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
This instrument was designed to record an observation of an individual student's behavior while engaged in a purposeful learning task. The observer must check the appropriate response for each area tested. There is space for written comments. (See TM 001 369 for further information; for a description of the total project, see TM 001 363; for other related documents, see TM 001 160, 364-369, 371-374.) (MS)

ED 063 351 TM 001 371
Parental Questionnaire.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 70
Note—1p.
Available from—Not available separately; see TM 001 369
Document Not Available from EDRS.
Descriptors—Behavior Change, Curiosity, Learning Difficulties, *Learning Processes, Observation, *Parent Attitudes, *Questionnaires, Student Attitudes, Student Behavior, Teachers
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
The purpose of this questionnaire is to analyze parental attitudes toward the project by examining the parents' perception of their children in the project. Six open-ended sentences are presented which the parent is asked to complete as he sees fit. Additional comments are also solicited. (See TM 001 363 for description of the total project; see TM 001 369 for further information regarding the questionnaire; for other related documents, see TM 001 160, 364-368, 370, 372-374.) (MS)

ED 063 352 TM 001 372
Intensification of the Learning Process: Automated Instructional Resources Retrieval System. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-8
Pub Date Feb 70
Note—40p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Storage Devices, Coordinate Indexes, Electronic Data Processing, *Information Retrieval, *Information Storage, *Information Systems, Instructional Aids, *Resource Materials, Thesauri
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescription
The problem of finding relevant material to answer a classroom need is the focus of this report. The Automated Instructional Resources Retrieval System (AIRR) is designed to assist teachers by storing information in a number of categories, including the following: media type, maturity level, length, producer or publisher, main curriculum area, language indicator, physical characteristics, title, author, narrative description, and index terms. The report presents: Why a Thesaurus; Format of Document Record; and Present Status. (See TM 001 363 for summary of project; for other related documents see TM 001 160, 364-371, 373-374.) (DB)

ED 063 353 TM 001 373
Intensification of the Learning Process: Curriculum Resources. A Series of Reports Designed for Classroom Use.
Bucks County Public Schools, Doylestown, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-9
Pub Date Feb 70
Note—31p.; An ESEA Title 3 Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consultants, *Curriculum Study Centers, Early Childhood, Home Economics, *Inservice Education, Instructional Media, Language Arts, *Learning Processes, *Library Facilities, Mathematics Materials, Organization, Publications, Resource Materials, Science Materials, Work Environment
Identifiers—ESEA Title 3, PEP, *Personalizing Educational Prescriptions
The purposes, organization, and services of the curriculum resources center are discussed in detail. (See TM 001 363 for a description of the total project; for other related documents, see TM 001 160, 364-372, 374.) (MS)

ED 063 354 TM 001 374
Intensification of the Learning Process: Prototype Curriculum Guides.
Bucks County Public Schools, Doylestown, Pa.
Report No—R-10
Pub Date Feb 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Blueprints, *Curriculum Development, *Curriculum Guides, *Educational Innovation, Language Arts, *Learning Processes, Mathematics, Models, Pretests, Science Programs, Social Studies, Student Needs, Testing
Identifiers—*Elementary Secondary Education Act Title III
A general rationale and a specific blueprint for developing curriculum are presented. (See TM 001 363 for description of total project; for other related documents, see TM 001 160, TM 001 364-373.) (MS)

ED 063 355 TM 001 375
Project Description: Quality Education Program Study. Booklet A.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Critical Incidents Method, Data Analysis, Data Collection, Educational Needs, *Educational Programs, *Educational Quality, *Goal Orientation, Reliability, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
This description of the project includes background, overview, and a detailed report of procedures used to collect, handle, and analyze the data. The appendix includes a sample teacher/student critical incident form and suggestions for interviewers of teachers, students, and parents. (MS)

ED 063 356 TM 001 376
Sample Teacher/Student Critical Incident Form.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—9p.
Available from—Not available separately; see TM 001 375
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Critical Incidents Method, Data Collection, Educational Programs, *Educational Quality, *Goal Orientation, Measurement Techniques, Observation, Research Methodology, *Student Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
This form was devised to provide a set of procedures for collecting and utilizing direct observations of specific student behaviors which clearly illustrate the achievement of one of the ten goals of this program. Forms can be used by teachers, students, and parents. (See TM 001 375 for summary of project.) (MS)

ED 063 357 TM 001 377
General Needs Assessments: Quality Education Program Study. Booklet B.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Behavior Rating Scales, *Educational Needs, Educational Programs, *Educational Quality, *Goal Orientation, *Measurement Instruments, Student Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
This booklet, which is part of the Quality Education Program Study, describes the purpose and use of needs assessment instruments. (See TM 001 375 for project description; see TM 001 378 for copy of assessment instruments.) (MS)

ED 063 358 TM 001 378
General Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—20p.
Available from—Not available separately; see TM 001 377
Document Not Available from EDRS.
Descriptors—Achievement, Basic Skills, Behavioral Objectives, *Behavior Rating Scales, Citizenship, Creativity, Cultural Differences, *Educational Needs, Educational Programs, *Educational Quality, *Goal Orientation, Health, *Measurement Instruments, Self Evaluation, Social Adjustment, Student Behavior, Vocational Development
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
This instrument is designed for parent, student, and/or administrative use for needs assessment. Several specific ways of using the instrument are discussed. The instrument consists of several statements describing various areas for ten different goals. The assessors must check a number (1-5) indicating the priority (most important-least important) they consider appropriate in each area. Tabulation consists of adding total scores for each area. Thus, the areas having the highest total would reflect the group's priorities. (See TM 001 377 also.) (MS)

ED 063 359 TM 001 379
Characteristics of Incidents and their Reporters: Quality Education Program Study. Booklet C and Booklet C Supplement.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—352p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Behavioral Objectives, *Critical Incidents Method, *Educational Programs, *Educational Quality, Goal Orientation, Hypothesis Testing, Measurement Instruments, Research Design, *Student Behavior, *Teacher Characteristics
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Summary descriptions of the samples of teachers who participated in different project activities are given. In addition, descriptions of reporters of incidents in each student behavior category are outlined. (See TM 001 375 for project description.) (MS)

ED 063 360 TM 001 380
Self Understanding: Quality Education Program Study. Booklet 1 (Description) and Booklet 1-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, *Self Esteem, *Self Evaluation, *Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal One of the Quality Education Program (regarding student self-esteem and understanding) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 361 TM 001 381
General and Individual Needs Assessment Instrument. Goal One - Self-Understanding.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—9p.
Available from—Not available separately; see TM 001 380
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Behavior Rating Scales, *Educational Needs, *Educational Programs, Educational Quality, Goal Orientation, *Measurement Instruments, Self Esteem, *Self Evaluation, Student Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the 10 Goals of Quality Education. It is comprised of 63 area behavior statements which encompass the 10 goals and a 5-point rating scale (most important-least important) for each. The individual needs assessment is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal One-Self Understanding. (See TM 001 375 for project description.) (MS)

ED 063 362 TM 001 382
Understanding Others: Quality Education Program Study. Booklet 2 (Description) and Booklet 2-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Educational Programs, *Educational Quality, Ethnic Relations, Goal Orientation, *Social Behavior, *Student Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Two of the Quality Education Program (understanding other social, cultural, and ethnic groups) are listed. Both the rationales for areas of effective student behavior and the categories or teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 363 TM 001 383
Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—10p.
Available from—Not available separately; see TM 001 382
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Educational Needs, Educational Programs, *Educational Quality, Ethnic Relations, Goal Orientation, *Measurement Instruments, Social Behavior, *Student Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Two-Understanding Others. (See TM 001 375 for project description.) (MS)

ED 063 364 TM 001 384
Basic Skills: Quality Education Program Study. Booklet 3 (Description) and Booklet 3A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Basic Skills, Behavioral Objectives, *Educational Programs, *Educational Quality, Goal Orientation, Listening, Logical Thinking, Mathematics, Reading, Speech, *Student Behavior, Writing
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Three of the Quality Education Program (regarding basic skills) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 365 TM 001 385
Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—14p.
Available from—Not available separately; see TM 001 384
Document Not Available from EDRS.
Descriptors—*Basic Skills, Behavioral Objectives, *Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, Listening, Logical Thinking, Mathematics, *Measurement Instruments, Reading, Speech, *Student Behavior, Writing
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Three-Basic Skills. (See TM 001 375 for project description.) (MS)

ED 063 366 TM 001 386
Interest in School and Learning: Quality Education Program Study. Booklet 4 (Description) and Booklet 4-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, *Learning Processes, *Schools, *Student Attitudes, Student Behavior, Student Interests
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Four of the Quality Education Program (regarding interest in school and learning) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 367 TM 001 387
Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—12p.
Available from—Not available separately; see TM 001 386
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, *Educational Needs, Educational Programs, Educational Quality, Educational Strategies, Goal Orientation, *Learning Processes, *Measurement Instruments, *Schools, *Student Attitudes, Student Behavior, Student Interests
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Four-Interest in School and Learning. (See TM 001 375 for project description.) (MS)

ED 063 368 TM 001 388
Good Citizenship: Quality Education Program Study. Booklet 5 (Description) and Booklet 5-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—116p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, *Citizenship, *Educational Programs, *Educational Quality, Educational Strategies, Goal Orienta-

tion, Student Attitudes, *Student Behavior, Student Interests
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Five of the Quality Education Program (regarding good citizenship) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 369 TM 001 389
Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—16p.
Available from—Not available separately; see TM 001 388
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Citizenship, *Educational Needs, *Educational Programs, Educational Quality, Educational Strategies, Goal Orientation, *Measurement Instruments, Student Attitudes, Student Behavior, Student Interests
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Five-Good Citizenship. (See TM 001 375 for project description.) (MS)

ED 063 370 TM 001 390
Good Health Habits; Quality Education Program Study. Booklet 5 (Description) and Booklet 5-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, *Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, *Health Activities, *Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Six of the Quality Education Program (regarding good health habits) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 371 TM 001 391
Needs Assessment Instruments.
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—16p.
Available from—Not available separately; see TM 001 390
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, *Health Activities, *Measurement Instruments
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Six-Good Health Habits. (See TM 001 375 for project description.) (MS)

ED 063 372 TM 001 392
Creativity; Quality Education Program Study. Booklet 7 (Description).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Classification, *Creativity, Educational Needs, Educational Programs, *Educational Quality, *Educational Strategies, Goal Orientation, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Seven of the Quality Education Program (regarding creativity) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 373 TM 001 393
Creativity: Quality Education Program Study. Booklet 7-A (Needs Assessment Instruments).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—17p.
Available from—Not available separately; see TM 001 392
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Classification, *Creativity, Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, Individual Needs, *Measurement Instruments, Rating Scales, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never." This booklet describes instruments relating to Goal Seven-Creativity. (See TM 001 375 for project description.) (MS)

ED 063 374 TM 001 394
Vocational Development: Quality Education Program Study. Booklet 8 (Description).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Classification, Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, Goal Orientation, *Student Behavior, Teacher Behavior, *Vocational Development
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Eight of the Quality Education Program (regarding vocational development) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 375 TM 001 395
Vocational Development: Quality Education Program Study. Booklet 8-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—8p.
Available from—Not available separately; see TM 001 394
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, Classification, Educational Needs, Educational Programs, *Educational Quality, Educational Strategies, *Goal Orientation, *Measurement Instruments, Student Behavior, Teacher Behavior, *Vocational Development
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements which encompass the 10 goals, and a 5-point rating scale (most important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always through "never". This booklet describes instruments relating to Goal Eight-Vocational Development. (See TM 001 375 for project description.) (MS)

ED 063 376 TM 001 396
Understanding Human Accomplishment: Quality Education Program Study. Booklet 9 (Description).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Classification, Educational Needs, Educational Programs, *Educational Quality, *Educational Strategies, Goal Orientation, *Human Dignity, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Nine of the Quality Education Program (regarding student understanding of human accomplishment) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

ED 063 377 TM 001 397
Understanding Human Accomplishment: Quality Education Program Study. Booklet 9-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—11p.
Available from—Not available separately; see TM 001 396
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, Classification, *Educational Needs, Educational Programs, *Educational Quality, Educational

Strategies, Goal Orientation, *Human Dignity, *Measurement Instruments, Rating Scales, Student Beha ', Teacher Behavior
Identifiers—' ementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of 63 area behavior statements, which encompass the 10 goals, and a 5-point rating scale (most important-least important) for each. The individual needs assessment instrument is designed for the student to assess his behavior in relation to the behavioral categories of one or more Goals of Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Nine-Understanding Human Accomplishment. (See TM 001 375 for project description.) (MS)

ED 063 378 TM 001 398
Preparation for a Changing World: Quality Education Program Study. Booklet 10 (Description).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Changing Attitudes, *Classification, Educational Needs, Educational Programs, *Educational Quality, *Educational Responsibility, Educational Strategies, Goal Orientation, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
Categories of effective and ineffective behavior in regard to Goal Ten of the Quality Education Program (regarding student preparation for a changing world) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 375 for project description.) (MS)

ED 063 379 TM 001 399
Preparation for a Changing World: Quality Education Program Study. Booklet 10-A (Needs Assessment).
Bucks County Public Schools, Doylestown, Pa.; Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—8p.
Available from—Not available separately; see TM 001 398
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Changing Attitudes, *Educational Needs, Educational Programs, Educational Quality, *Educational Responsibility, Educational Strategies, Goal Orientation, *Measurement Instruments, Student Behavior, Teacher Behavior
Identifiers—*Elementary Secondary Education Act Title III, Quality Education Program Study
The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. It is comprised of behavior statements taken from the category schemes. The student must check the appropriate number for each statement representing "always" through "never". This booklet describes instruments relating to Goal Ten-Preparation for a Changing World. (See TM 001 375 for project description.) (MS)

ED 063 380 TM 001 707
Metal-Chair Assembler (furn.) II 6-36.275--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-194
Pub Date Sep 62
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Metal Chair Assembler
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 381 TM 001 708
Routeman, Retail Dairy Products (dairy prod.) 1-80.06--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-195
Pub Date Sep 62
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, Retailing, *Sales Workers, Test Reliability, Test Validity
Identifiers—Dairy Products Routeman, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 382 TM 001 709
Routeman, Wholesale Dairy Products (dairy prod.) 1-80.06--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-196
Pub Date Sep 62
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, *Sales Workers, Test Reliability, Test Validity, Wholesaling
Identifiers—Dairy Products Routeman, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 383 TM 001 710
Routeman, Bakery Products (ret. tr.; whole tr.) 1-80.06--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-197
Pub Date Sep 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, Retailing, *Sales Workers, Test Reliability, Test Validity, Wholesaling
Identifiers—Bakery Products Routeman, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 384 TM 001 711
Automobile-Service-Station Attendant 7-60.500--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-198
Pub Date Sep 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, *Service Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Service Station Attendant
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the

job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 385 TM 001 712

Audit Clerk 1-01.32--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-199
Pub Date Sep 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Clerical Workers, *Cutting Scores, Evaluation Criteria, *Financial Services, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Occupations, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Audit Clerk, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 386 TM 001 713

Ticket Agent (air trans.) 1-44.12--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-200
Pub Date Sep 62
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Service Occupations, Test Reliability, Test Validity, Transportation, *Travel
Identifiers—GATB, *General Aptitude Test Battery, Ticket Agent

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 387 TM 001 714

Construction - Equipment Mechanic (const.) 620.281--Technical Report on Development of USTES Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-201R
Pub Date Jun 70
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Construction Industry, *Cutting Scores, Equipment Maintenance, Evaluation Criteria, Job Applicants, *Job Skills, *Mechanics (Process), Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Construction Equipment Mechanic, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 388 TM 001 715

Dental Assistant (medical ser.) 079.378--Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-202
Pub Date Aug 66
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Dental Assistants, Evaluation Criteria, Health Services, Job Applicants, *Job Skills, Norms, Occupational Guidance, Paramedical Occupations, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 389 TM 001 716

Painter-Decorator (const.) 5-27.010 and 5-28.100--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-203
Pub Date Sep 62
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Building Trades, *Cutting Scores, Evaluation Criteria, Interior Design, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Painting, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scor are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 390 TM 001 717

Director, School Lunch Program 0-71.32--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-204
Pub Date Nov 62
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Lunch Programs, Managerial Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, School Lunch Program Director

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 391 TM 001 718

Occupational Analyst (profess. & kin.) 0-39.85--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-205
Pub Date Sep 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Job Analysis, Job Applicants, *Job Skills, Norms, Occupational Guidance, Occupational Information, *Personnel Evaluation, Professional Personnel, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Occupational Analyst

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 392 TM 001 719

Telephone Deputy (bus. ser.) 1-18.44--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-206
Pub Date Dec 62
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Telephone Communications Industry, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Telephone Deputy

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 393 TM 001 720

Welder, Inert Gas 4-85.025--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-207
Pub Date Nov 62
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Workers, Test Reliability, Test Validity, *Welders
Identifiers—Gas Welders, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 394 TM 001 721

Gas Serviceman 5-83.947--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-208
Pub Date Sep 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Test Reliability, Test Validity, Utilities
Identifiers—Gas Serviceman, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 395 TM 001 722

Counselor, Camp (profess. & kin.) 159.228--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-209
Pub Date Feb 67
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Camp Counselors, Counselors, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 396 TM 001 723

Salesman, Construction Machinery (whole tr.) 1-86.26--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-210a
Pub Date Jan 63
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Construction Industry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machinery Industry, Norms, Occupational Guidance, *Personnel Evaluation, *Sales Occupations, Test Reliability, Test Validity, Wholesaling
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 397 TM 001 724

Welder, Arc (welding) 810.884--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-211
Pub Date Jul 66
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Workers, Test Reliability, Test Validity, *Welders
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 398 TM 001 725

Tool-and-Die Maker (mach. shop) 601.280--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-212R
Pub Date Jun 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Tool and Die Makers
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupa-

tions. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 399 TM 001 726

Mathematician (profess. & kin.) 020.088-018--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-213
Pub Date Feb 63
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Mathematicians, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 400 TM 001 727

Wire Drawer 4-88.511--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-214
Pub Date Dec 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Wire Drawer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 401 TM 001 728

Cement Mason (const.) 844.844--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-215R
Pub Date Jun 70
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Bricklayers, Cement Industry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Cement, Mason, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 402 TM 001 729

Braiding-Machine Operator (cot. small wares; textiles) 6-19.986--Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-216
Pub Date Feb 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Braiding Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 403 TM 001 730

Compression-Molding-Machine Tender (fabric. plastics prod.) 556.885--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-218
Pub Date Oct 68
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Compression Molding Machine Tender, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 404 TM 001 731

Condenser Winder (electronics) 6-98.070; Stamper II (electronics) 9-68.20; Welder, Spot (electronics) 6-85.060--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-219
Pub Date Feb 63
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Welders
Identifiers—Condenser Winder, GATB, *General Aptitude Test Battery, Stamper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 405 TM 001 732

Coil Winder II (elec. equip.) 724.884--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-220
Pub Date Feb 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Coil Winder, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 406 TM 001 733

Extruder Operator (plastics mat.) 6-51.468--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-221
Pub Date Feb 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity
Identifiers—Extruder Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 407 TM 001 734

Process Artist (print. & pub.) 972.281--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-222R
Pub Date Jun 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Artists, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Process Artist

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 408 TM 001 735

Photographer, Lithographic (print. & pub.) 972.382--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-223R
Pub Date Jun 70
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Photography, Printing, Publishing Industry, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Lithographic Photographer

The United States Training and Employment Service General Aptitude Test Batrery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 409 TM 001 736

Transferrer (print. & pub.) I 972.381--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-224R
Pub Date Jun 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Photocomposition, Printing, Publishing Industry, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Transferrer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 063 410 TM 001 737

Manager, Retail Food (ret. tr.) 0-72.21--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-225
Pub Date Mar 63
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Managerial Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Retail Food Manager

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 411 TM 001 738

Assembler II (rubber goods) 753.887--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-226
Pub Date Mar 63
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Assemblers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 412 TM 001 739

Resistor Winder (elec. equip.) 724.884--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Pub Date Mar 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Resistors (Electrical Equipment)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude & Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 413 TM 001 740
Injection-Molding-Machine Tender (fabric-plastics prod.) 556.885--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-228
Pub Date Mar 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Occupations
Identifiers—GATB, *General Aptitude Test Battery, Injection Molding Machine Tender
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 414 TM 001 741
Module Assembler (electronics) 6-98.027--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-229
Pub Date Mar 64
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Electronics, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Module Assembler (Electronics)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 415 TM 001 742
Operating Room Technician (medical ser.) 0-50.015; Surgical Technician (medical ser.) 0-50.015--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-231
Pub Date Oct 63
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Medical Assistants, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Operating Room Technician, Surgical Technician
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 416 TM 001 743
Exterminator (any ind.) 389.884--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-232
Pub Date Mar 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Workers, Test Reliability, Test Validity
Identifiers—Exterminators, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 417 TM 001 744
Machine Attendant (hardware) 619.885--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—RE-S-233
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Occupations
Identifiers—GATB, *General Aptitude Test Battery, Machine Attendants
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitudes; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 418 TM 001 745
Office-Machine Servicemen (any ind.) 5-83.111--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-234
Pub Date Apr 63
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Office Machine Servicemen
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 063 419 TM 001 746
Ironworker, Shop (ship & boat bldg. & rep.; struct. & ornam. metal work) 4-84.610--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Pub Date Mar 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Skilled Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Ironworkers

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

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ED 063 420 UD 012 353
von Mering, Otto
The Question of Ethnic Identity. CAE Newsletter, Volume 3, Number 1.
Council on Anthropology and Education, Washington, D.C.
Pub Date Feb 72
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anthropology, Behavior Development, Conformity, *Ethnic Groups, Ethnic Relations, Ethnic Studies, Ethnology, *Group Membership, *Identification (Psychological), *Individual Development, Self Concept, Social Development, *Socialization, Social Relations

There exists an overriding need to rethink our cognitive and perceptual approaches to the problem of inter-group living and the development of an ethnic person identity in terms of human behavior and development. Two conceptual models are needed: Socialization is a matter of learning about man-made structure; and individuation is a matter of understanding processes of human nature. What the individual must learn and will repress in order to live in his society is not identical with what he can learn or wishes to forget. We may speak of the individual way of perceiving and living with ethnicity; it is a way of behaving according to a special sense of "coming face-to-face and to terms with one's own." Then there is the group way within and for the sake of ethnicity. It is a pattern of living and working, of "presenting and performing among fellow man" with historical symbols, special legends, and conventional social pieties or actualities. The structural aspects of ethnicity ways can be understood in terms of readily identifiable processes of becoming a person and learning a distinctive ethnic style of learning. (Author/JM)

ED 063 421 UD 012 370
Carlson, Kenneth
Equalizing Educational Opportunity.
Pub Date 7 Apr 72
Note—53p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bus Transportation, Civil Rights, *Community Control, *Compensatory Education, Cultural Enrichment, *Educational Finance, Educationally Disadvantaged, *Equal Education, *Equalization Aid, Financial Needs, Financial Policy, Nondiscriminatory Education, School Funds, School Segregation, Social Integration, Universal Education

Education directly determines life, liberty, and happiness for that segment of the population which can afford better educational facilities. For economically and socially disadvantaged people, education only perpetuates inequality. Financial inequality results in some school districts spending more money per student than other school districts. There is a high positive correlation between a public school student's socioeconomic status and the amount of public money spent on his/her education. What are needed are new forms of school financing where local financing of education is replaced by state, and possibly federal, disbursement of public education funds. However, the essential objective is not to equalize expenditures but to equalize opportunity in the form of compensatory education programs for the disadvantaged, health care for pregnant women, and post-natal instruction in homemaking and baby care. (Author/SB)

ED 063 422 UD 012 374
Long, Barbara H. Henderson, Edmund H.
The Effect of Pupils' Race, Class, Test Scores, and Classroom Behavior on the Academic Expectancies of Southern and Non-Southern White Teachers.
Pub Date Apr 72
Note—24p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bias, Caucasians, *Elementary School Teachers, Northern Attitudes, Race, Racial Attitudes, Reading Tests, Social Attitudes, Social Class, Southern Attitudes, Student Behavior, *Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Influence

This investigation of the causal dynamics of teacher expectancies is carried out in an artificial setting, making use of contrived stimulus children. Characteristics of stimulus persons were varied in a 2 by 2 factorial design. Pupil characteristics included race (black or white) and class (lower or middle). Different groups of subjects rated each cell of the design. It was hypothesized that high test scores and active and attentive classroom behavior would be associated with higher expectancies in teachers. It was also hypothesized that the results of an earlier study would be replicated, viz. that teachers' ratings of certain behaviors which could be classified as "activity" and as "attentiveness" would predict academic success. The complete design thus amounted to a 3 by 25 factorial, with scores, activity and attention of the stimulus children as repeated measures. Subjects were 120 white elementary school teachers of both sexes attending summer schools. All had taught at least two years. Half of the teachers had been born and always lived in the South; the other half had lived in at least one non-Southern state. Subjects used a five-point scale to assess the probability that children who had just entered school would be reading at grade level by the beginning of grade two. (Author/JM)

ED 063 423 UD 012 407
Pugh, George E. Krasnakevich, John
School Desegregation With Minimum Busing: A Report to the Assistant Secretary for Planning and Evaluation, U.S. Department of Health, Education, and Welfare.
Concord Research Corp., Burlington, Mass.; Lambda Corp., Arlington, Va.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—HEN-OS-71-140
Pub Date 10 Dec 71
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bus Transportation, Educational Policy, *Integration Methods, Integration Plans, *Integration Studies, Neighborhood Schools, Policy Formation, School Demography, School Districts, *School Integration, School Size, Student Characteristics, *Student Placement, Student Transportation

This analysis is designed to provide Health, Education and Welfare and local school officials with a more objective and uniform assessment of desegregation problems in specific districts in the United States. To carry out the study, Lambda Corporation designed and implemented an analysis procedure for systematically assigning students to schools. The analysis system was designed so that it could produce a wide range of different school assignments, ranging from simple neighborhood attendance zones to plans that provide extensive desegregation in a large metropolitan area. The system allows wide latitude in the specification of ground-rules and goals for an assignment. Once these are specified, the system can provide a systematic assignment that is as efficient as possible in terms of the specified objectives and constraints. Basically three types of publicly available data were required for the study: (1) information on the location and racial composition of the school-age population in each area; (2) information on the location and capacity of the schools in each school district; and, (3) information on the transportation networks in each area, to calculate travel times to assigned schools. (Author/JM)

ED 063 424 UD 012 408
Marx, Gary T.
Protest and Prejudice: A Study of Belief in the Black Community.
Pub Date 67
Note—311p.
Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 ($1.95)
Document Not Available from EDRS.
Descriptors—Anti Semitism, *Black Community, Black Power, Caucasians, *Civil Rights, Metropolitan Areas, *Negro Attitudes, Negro Leadership, Political Attitudes, *Race Relations, Racial Attitudes, Racial Integration, Social Attitudes, *Surveys, Urban Areas

This book is concerned with both the reaction of Negro Americans to their oppression and quest for justice, and the hostility of Negro Americans toward whites and the extent to which protest is linked to this hostility. The first part of this study is concerned with describing various Negro responses to the civil rights struggle and evaluating their prevalence. The second part of this study seeks to ascertain just how widespread hostility toward whites is, where it is located, and what factors are most useful in understanding it. It also examines Negro attitudes toward one white group in particular, the Jews. The interviews on which this study is based were conducted in October, 1964. One thousand one hundred and nineteen interviews were conducted with Negro adults obtained from several different samples. The first, the metropolitan sample, consists of 492 persons and is representative of Negroes living in metropolitan areas of the nation outside the South. Four urban centers were also chosen for special study, and a representative sample of Negroes selected from each of the following cities: Chicago, New York, Atlanta, and Birmingham. Interviewing and sampling were done by the National Opinion Research Center at the University of Chicago. The interviews lasted from 60 to 90 minutes, and were mostly conducted by Negro interviewers. (Author/JM)

ED 063 425 UD 012 409
Rothman, Jack, Ed.
Promoting Social Justice in the Multigroup Society: A Casebook for Group Relations Practitioners.
Pub Date 71
Note—252p.
Available from—Association Press, 291 Broadway, New York, N.Y. 10007 ($6.50)
Document Not Available from EDRS.
Descriptors—*Case Studies, *Change Agents, Community Services, Ethnic Relations, *Group Relations, Human Services, Instructional Materials, *Professional Training, Race Relations, Reading Materials, Social Relations, *Social Services, Social Work

This volume represents a modest effort to meet the critical need for teaching materials of all sorts relating to work with racial and ethnic groups, both in social work and other human service professions. The approach taken here is to produce a range of source materials which illustrate and illuminate aspects of group relations practice. Such a source book, composed of cases, documents, episodes of practice, agency reports, etc., is intended to highlight issues and techniques and to provoke systematic analysis relative to this area of practice. Its purpose is both to teach and to stimulate further conceptualization concerning this very important field of work. The framework concerning group relations practice which is reflected in the book is broad and eclectic. The

field is defined in terms of a series of functions designated Group Rights, Group Solidarity and Power, Intergroup Attitudes and Relationships, and Group Welfare. The term "group relations" is used to describe intervention in the ethnic and racial field and in other group relations areas. Material is included on a wide range of American groups: American Indians, blacks, Chicanos, Puerto Ricans, Catholics, Jews, Protestants, whites in the suburbs, blue-collar ethnic nationalities, and women. (Author/JM)

ED 063 426 UD 012 412

Baty, Roger M.

Inservice Training of Teachers for Cultural Awareness: A Field Experiment.

Pub Date 8 Apr 72

Note—14p.; Paper presented at the meeting of the Society for Applied Anthropology and the Council on Anthropology and Education, Montreal, P.Q., Canada, April 8, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cultural Awareness, Cultural Education, Cultural Factors, Cultural Isolation, Culture Conflict, Curriculum Development, *Curriculum Evaluation, Elementary School Teachers, *Experimental Curriculum, *Inservice Teacher Education, Student Teacher Relationship, Teacher Background, *Teacher Education Curriculum, Teacher Workshops

Identifiers—California

This paper reports an attempt at re-education for mono-cultural teachers conducted in the Palo Alto-San Jose area of Northern California in 1968-69. The program ultimately involved three elementary school districts and provided cultural awareness education for more than 90 teachers. In addition there were a number of administrators, special services personnel, as well as school board members who received the training. Potential participants were contacted during the summer. Using the information contained on the application form, the 113 responding teachers were matched according to years of teaching experience, previous contact with disadvantaged children, and school district. They were then randomly allocated to two courses, one which was to begin in September and the other in January. With few exceptions, the teachers were willing to take the course at the time determined. The program itself consisted of ten three-hour evening sessions held at a local school. Each session had three parts: lecture, question-and-answer period, and the discussion groups. The research design employed was a pretest-posttest control group design with replication. The winter group served as a control for the autumn group. The second training program also provided the opportunity for replication. (Author/JM)

ED 063 427 UD 012 413

Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, First Session on H. R. 3101 and H. R. 10641...The Safe Schools Act. Hearings Held in New York, N. Y., September 17, 1971, and Boston, Mass., October 22, 1971.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 72

Note—204p.; Committee Print, House Committee on Education and Labor

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Behavior Problems, *Crime, Delinquency, Delinquent Identification, Federal Aid, *Federal Legislation, Law Enforcement, *Public Schools, *School Safety, Security, Student Behavior, *Urban Schools

Identifiers—Massachusetts, New York

This document reports the hearings held by the Committee on Education and Labor's General Subcommittee on Education in New York, N.Y. and Boston, Mass. on two bills. One, H. R. 3101, is a bill to assist school districts reduce crime against children, employees, and facilities in the elementary and secondary schools by providing financial assistance for the development and implementation of locally approved school security plans. The second, H. R. 10641, is a bill to amend the Elementary and Secondary Education Act of 1965 to assist school districts to carry out locally approved school security plans to reduce crime against children, employees, and facilities of their schools. Supplemental materials include the following: (1) a booklet entitled "Effects of the use of space technology on a high school campus"; and (2) a report entitled "Stability and disruption in the public schools of New York City." (JM)

ED 063 428 UD 012 414

Gordon, Edmund W. Jaramillo, Mari-Luci

Process vs. Status in School Desegregation; Using Cultural Differences for Educational Success.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Apr 72

Note—35p.; Speeches made at the National Conference for Directors of University School Desegregation Assistance Centers, Anaheim, Calif., January 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, Children, Cultural Awareness, *Cultural Differences, Cultural Pluralism, Educational Change, *Educational Problems, Inservice Teacher Education, Integration Effects, *Integration Methods, Integration Plans, *Minority Group Children, *School Integration, Student Behavior, Student Teacher Relationship

Identifiers—New Mexico

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented. Some of the recent information available regarding the effect of school desegregation on children, particularly minority children, is reviewed. The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. The methods, that her Cultural Awareness Center uses in working with school personnel to demonstrate the meaning of the unique behavior styles of the various minority group children, are described. Several ways to impose cultural pluralism on a monolithic social system in a practical and effective way are discussed, including seminars, workshops, teacher development programs, and curriculum and attitudinal changes. (Author/JM)

ED 063 429 UD 012 415

Vontress, Clemmont

Counseling Racial and Ethnic Minorities in the United States.

Pub Date 27 Mar 72

Note—16p.; Paper presented at the American Personnel and Guidance Association Convention, Chicago, Ill., March 27, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American Indians, *Counseling, *Counselor Training, *Cultural Factors, Culture Conflict, Depressed Areas (Geographic), Educational Needs, *Ethnic Groups, *Helping Relationship, Japanese Americans, Jews, Minority Groups, Negroes, Spanish Speaking

Identifiers—Appalachia

The purpose of this paper is to discuss in brief six racial and ethnic minority groups in the United States, in order to demonstrate how selected cultural variables may intrude in the counseling relationship. American Indians present such problems as language difficulties, taciturnity, and suspiciousness. In working with Americans of African descent, the counselor is apt to encounter two kinds of problems, the first related to the counseling process and the second related to the product, goal, or outcome. Because of long geographical isolation and strong resistance to change, residents of Appalachia may be considered an ethnic minority. They, in the counseling relationship, present cultural barriers related to listening, personalism, and language. Spanish heritage groups introduce a language barrier, demand for respect, machismo, and suspicion as sources of difficulty in counseling. Since American Jews constitute a cultural community, the counselor unfamiliar with the ethos of the group may be ineffectual helping them. To be effective, the non-Japanese counselor needs to understand several aspects of the Japanese American personality: envy and shame, modesty and reserve, and generation differences. (Author/JM)

ED 063 430 UD 012 417

It's Not the Distance, "It's the Niggers." Comments on the Controversy Over School Busing.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.

Pub Date May 72

Note—67p.

Available from—Division of Legal Information and Community Service, NAACP Legal Defense Fund, Inc., 10 Columbus Circle, New York, N.Y. 10019

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bus Transportation, *Civil Rights, *Civil Rights Legislation, Classroom Integration, Cultural Disadvantagement, *Equal Education, Nondiscriminatory Education, Racial Discrimination, Racial Distribution, Racial Integration, *Racially Balanced Schools, Racism, School Buses, School Integration, School Segregation, Social Disadvantagement, Social Integration, Universal Education

This paper focuses on the political nature of the present busing controversy. It is felt that the proposed moratorium on busing threatens gains which have been made in previous years through institutional and judicial enforcement of the Civil Rights Act in providing equal educational opportunities to all children. The advantages and disadvantages of busing are discussed, with particular attention being paid to how the busing issue is dealt with in several states across the nation. In addition, an appendix includes charts on: (1) busing costs for the years 1953-1968; (2) pupil transportation by region; and, (3) cost of student transportation in individual school districts where desegregation occurred. (Author/SB)

ED 063 431 UD 012 418

Mills, Nicolaus

Busing: Who's Being Taken for a Ride. ERIC-IRCD Urban Disadvantaged Series, Number 27, June 1972.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Contract—OEC-0-9-420088-2327(519)

Note—25p.; revised version of a paper appearing in "Commonweal," v96 n3, March 24, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bus Transportation, Educational Finance, *Educational History, Educational Opportunities, Elementary Education, Equal Education, High Schools, Integration Effects, *Integration Methods, *Political Issues, Rural Education, School Buses, *School Integration, Student Transportation, Urban Education

As the history and statistics of busing indicate, the greatest demand for it has come from rural states, where population is scattered and the consolidated school district is typical. But urban and suburban areas have begun to use busing more heavily than before. Not only has busing become a safety factor in crowded urban areas or suburbs where no sidewalks exist, it has also permitted these areas to develop special schools. Virtually all attempts at unique elementary and high school education now depend on some form of busing. The final result of all this is that the school bus has come to be looked upon as anything but a necessary evil. The following five myths and fictions surrounding the current crisis over school busing offer a final chance to put the issue in perspective: (1) Busing goes against tradition and represents a break with past approaches to improving education; (2) Busing is the exception and the neighborhood school is always the most desirable; (3) The decision to bus has, until recently, not been guided by social beliefs or principles; (4) Riding on the bus is bad for children; and, (5) Busing is invariably a financial burden on the community. The heart of the busing issue is not the problem of transportation but our national commitment to equality of opportunity for all. (Author/JM)

ED 063 432 UD 012 419

Rosenfeld, Gerry

"Shut Those Thick Lips!" A Study of Slum School Failure. Case Studies in Education and Culture Series.

Pub Date 71

Note—130p.

Available from—Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N.Y. 10017 ($3.00)

Document Not Available from EDRS.

Descriptors—Anthropology, *Educational Disadvantagement, Educational Problems, Elementary School Students, Elementary School Teachers, *Failure Factors, Inner City, Negro Students, Slum Environment, *Slum Schools,

*Student Teacher Relationship, Teacher Stereotypes, Urban Education, Urban Schools
Identifiers—*New York City

This is more than a case study of a single school; it is an analysis, normative in character but based upon fact, of the conditions of slum schooling in the United States. What it means to go to a slum school and to be a black child is made clear, as is why the achievement of minority children in school is low. As a participant-observer, the author was able to combine the behavioral and anecdotal record in Harlem School with a social scientific assessment of its import. The author shows how, as a teacher in the school he describes, he captured some of the energy produced out of frustration and in so doing demonstrated potentials for learning that are usually assumed to be absent among children of the poor, and given the conditions of both school and community, might very well be presumed to have been lost. An important conclusion drawn from this study is that the teacher focuses on the child as being different and disadvantaged rather than upon the interactional setting in which cultural transmission is taking place. The teachers and the children in this environment interact in a deadly cycle of self-sustaining perceptions. Teachers see children as uneducable. Children see teachers as hostile, the school as forbidding, and the experience as limiting and destructive. (Author/JM)

ED 063 433 UD 012 420

Ginsburg, Herbert

The Myth of the Deprived Child: Poor Children's Intellect and Education.

Pub Date 72
Note—265p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. ($3.95)
Document Not Available from EDRS.
Descriptors—Academic Ability, Academic Achievement, Cognitive Ability, Cognitive Development, *Compensatory Education, *Culturally Disadvantaged, Disadvantaged Environment, Disadvantaged Groups, Disadvantaged Youth, Heredity, Intelligence Quotient, *Intelligence Tests, *Language, Language Research, Socialization, Socially Disadvantaged

This book aims: (1) to describe and evaluate psychological research on poor children's intellect; to this end, the following questions are dealt with: What is the nature of poor children's mental abilities? How do these abilities develop? (2) to analyze the psychological assumptions underlying several attempts to reform education; and, (3) to describe psychology's potential contribution. To achieve these aims, the author selectively reviews and analyzes several crucial studies under the following broad categories: IQ; language; intellectual abilities; development; and, intellect and the schools. In addition, a number of case studies and journalistic reports have also been included. (Author/SB)

ED 063 434 UD 012 424

Ward, Martha Coonfield

Them Children: A Study in Language Learning. Case Studies in Education and Culture Series.

Pub Date 71
Note—70p.
Available from—Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N.Y. 10017 ($2.50)
Document Not Available from EDRS.
Descriptors—Child Language, Cultural Factors, *Ethnology, Family Characteristics, *Field Studies, Interaction, *Language Development, Negro Dialects, Observation, *Parent Child Relationship, Siblings, Socialization, Sociolinguistics, *Verbal Development
Identifiers—Louisiana

This is a study of how children in a small community called Rosepoint, in the vicinity of New Orleans, acquire speech. The author provides essential contextualization for her problem, dealing with family composition, life space, means used to control children, and interaction between members of the household. The author made intensive observations as a participant-observer and interviewer in seven families. Her research strategy was to take advantage of her almost complete access to her families to participate in the daily routine, taking notes and asking questions casually rather than formally. The author focuses on the child's linguistic contacts--to whom the child talks, who talks to him, what they talk about, when they need to talk--in an effort to define the range of linguistic opportunities. In this community, where adults do not regard children as people to talk to, the author finds what might be called a "restricted code." The burden of the role of "teacher" of language falls to older children who often communicate misinformation. Any theory of language learning would have to explain Rosepoint, in which the children appear to receive little formal instruction, and even less practice in their emerging skills. (Author/JM)

ED 063 435 UD 012 425

Peachey, Paul, Ed. Mudd, Rita, Ed.

Evolving Patterns of Ethnicity in American Life.

National Center for Urban Ethnic Affairs, Washington, D.C.
Pub Date 1 Jun 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Plurelism, *Ethnic Distribution, Ethnic Groups, *Ethnic Relations, Ethnic Stereotypes, *Ethnic Studies, Identification (Psychological), Intergroup Relations, Self Concept, Social Integration, Social Values, Urban Environment, *Urban Population, Urban Studies, Voting

The papers in this volume are based on presentations made to the Workshop on Urban Ethnic Community Development held in June, 1970, at the Catholic University of America and sponsored by the Urban Task Force of the United States Catholic Conference. Robert Janes summarizes and updates the account of the nature and the role of ethnic groups in American history. Richard Scammon, using one of the important indicators of ethnicity, namely voting patterns, points to both persistence and change in ethnicity in American life. Turning to the social psychological side, Otto von Mering underscores the positive function of ethnicity in identity formation, as well as the distortions and stereotypes which readily emerge in inter-group relations. Finally, Richard Kolm advances some propositions concerning the meaning of ethnicity, which pose two general types of questions: (1) what is the general nature of ethnicity in the United States, particularly with regard to values? (2) Is cultural diversity or cultural pluralism in American society feasible and viable? (Author/JM)

ED 063 436 UD 012 426

Annual Evaluation Report, 1970-71. Early Childhood Education Learning System, Fort Worth Central Cities Project.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Fort Worth Independent School District, Tex.
Pub Date 2 Apr 71
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cognitive Development, Comparative Analysis, *Compensatory Education, Compensatory Education Programs, Cultural Disadvantagement, Cultural Enrichment, *Culturally Disadvantaged, Early Experience, Economically Disadvantaged, Educationally Disadvantaged, Intelligence, *Preschool Children, Preschool Education, Preschool Learning, Psychomotor Skills, *Self Concept, *Special Education, Urban Education

This is the evaluation report of the third year of operation, 1970-71, of the Fort Worth Central Cities Project, which was initiated in 1968-69 to provide structural preschool experiences for two- to five-year-old children from an economically deprived area in the Fort Worth inner city. The Project was a joint effort of the Southwest Educational Development Laboratory and the Fort Worth Central Cities staff. Evaluation results indicate that the Project was successful in preparing economically disadvantaged children to enter first grade on an equal footing with their more advantaged agemates, and to experience success in their first experience with formal schooling. The report contains a description of the program and its objectives, the evaluation design, the comparison groups, the hypotheses to be tested, and the results of the evaluation (including an evaluation of special education and self-concept). There are numerous tables and figures throughout the report. (Authors/SB)

ED 063 437 UD 012 427

Banks, James A., Ed. Grambs, Jean Dresden, Ed.

Black Self-Concept: Implications for Education and Social Science.

Pub Date 72
Note—252p.
Available from—McGraw-Hill Book Co., Inc., New York, N. Y. ($5.95)
Document Not Available from EDRS.
Descriptors—Bias, Identification (Psychological), Institutional Environment, Motivation, *Negro Education, *Negroes, Negro Literature, Negro Youth, Political Socialization, Racial Discrimination, Racial Recognition, *Self Concept, Self Esteem, *Socialization, *Social Sciences

Contents of this book include: (1) biographical sketches of the contributors; (2) an introduction to the readings by James A. Banks and Jean Dresden Grambs; and, the following articles: (4) "The world through Mark's Eyes," Cynthia Shepard; (5) "Racial prejudice and the black self-concept," James A. Banks; (6) "Black youth and motivation," Alvin Poussaint and Carolyn Atkinson; (7) "Political socialization of blacks: implications for self and society," Bradbury Seasholes; (8) "Enhancing the black self-concept through literature," Nancy L. Arnez; (9) "Institutional racism: the crucible of black identity," Barbara A. Sizemore; and, (11) "Negro self-concept reappraised," Jean Dresden Grambs. (JM)

ED 063 438 UD 012 428

White, William F.

Tactics for Teaching the Disadvantaged.

Pub Date 71
Note—281p.
Available from—McGraw-Hill Book Co., Inc., New York, N.Y. ($7.95)
Document Not Available from EDRS.
Descriptors—Adults, Behavioral Science Research, Conditioning, Cultural Disadvantagement, Cultural Enrichment, *Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Information Science, Inservice Education, In-service Programs, *Inservice Teacher Education, Interaction Process Analysis, *Preservice Education, Teacher Behavior, Teacher Educator Education, Teacher Influence, *Teaching Styles, *Teaching Techniques

New tactics for teaching the disadvantaged must be developed which are significantly different from traditional approaches which have been used with advantaged children. Creative strategies in teaching must be developed which utilize sound teaching and learning theories and which, at the same time, are able to be continuously evaluated in a scientific manner. Presented here are some of the creative attempts at new strategies as well as successful contemporary programs academic improvement, but must also deal with psychosocial deficits. This book academic improvement, but must also deal with psychosocial deficits. This book includes the issues and advances in the quality and characteristics, pre-service and in-service training of the effective teachers of the disadvantaged, language improvement of disadvantaged children, and information-systems approach in programs for the disadvantaged. (Author/SB)

ED 063 439 UD 012 429

Walden, Charles

Louisville School System Retreats to Segregation. A Report on Public Schools in Louisville, Kentucky, 1956-1971.

Kentucky State Commission on Human Rights, Louisville.
Pub Date Mar 72
Note—40p.
Available from—Commission on Human Rights, Commonwealth of Kentucky, 600 West Walnut Street, Louisville, Ky. 40203 (Price not known)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Policy, Elementary Schools, Federal Court Litigation, Integration Plans, Public Schools, Racial Balance, School Districts, School Integration, *School Segregation, Secondary Schools, *Student Distribution, Teacher Distribution, *Teacher Integration, *Urban Schools
Identifiers—Kentucky

This is a report on the failure of the desegregation plan adopted by the Louisville Board of Education in 1956 but never modified to meet chang-

ing conditions. The analysis, by staff members of the Kentucky Commission on Human Rights, is based on statistical data supplied by the Board of Education for the years 1955 through 1971. Findings include the following. Racial isolation of students in Louisville public schools reached a ten-year high in 1971-72 school year, and the racial isolation of elementary school students is higher than at any time since total segregation was abolished in 1956. Schools with the greatest concentrations of white students are losing some of the few black teachers that were added to their faculties between 1968 and 1970. The number of black teachers south of Eastern and Algonquin parkways dropped from 8.6 percent in 1970 to 7.5 percent in 1971, while the overall percentage of black teachers increased to 31 percent. Out of all white high school students, 96.7 percent attend the four high schools, where at least 85 percent of the teachers also are white. The rapid shift to resegregation in Louisville counters the trend in the nation and the south. (Author/JM)

ED 063 440 UD 012 431

"Into the Mainstream: Bridging the Gap Between Disadvantaged Youth and Other Youth in Metropolitan Washington Area." Final Report.

National Conference of Christians and Jews, Washington, D.C.

Report No—N-12-P-55082-3-02

Pub Date 26 May 72

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, Behavior Problems, Career Choice, *Changing Attitudes, *Disadvantaged Youth, Economically Disadvantaged, Police Community Relationship, *Secondary School Students, Self Concept, Socially Disadvantaged, Sociodrama, Student Behavior, Student School Relationship, *Youth Programs

Identifiers—*District of Columbia

In January 1969, the National Conference of Christians and Jews developed four programs which were designed to help make it possible for a number of Junior and Senior High School age youths, who were handicapped by both racial and economic isolation, to begin to move into the mainstream of community and school life: Student and Administrator, Police-Youth, Sociodrama, and Career Exposure. The programs were based on the assumption that economic and racial isolation among youths adversely affected their motivation, school attendance, civic and community responsibilities, and, especially, their concept of self. Therefore, the programs had two purposes: (1) to more effectively bridge the gap between youths who are behaviorally disordered by reason of racial and/or economic isolation and youths in the Metropolitan Washington area who do not suffer from these handicaps; and, (2) to further the understanding of the problems faced by disadvantaged youths by other youths, adults, and by those institutions that have a responsibility to serve youth effectively. The overall project is guided by an Advisory Committee, which is composed of Junior and Senior High School age youths, community leaders, educators, manpower specialists, and policemen. (Author/JM)

ED 063 441 UD 012 439

What's Happening With Title I? Public Education Association, Education Information Service, Volume 2, Number 8 Special.

Public Education Association, New York, N.Y.

Pub Date 1 Jun 72

Note—23p.

Available from—Public Education Association, 20 West 40th Street, New York, N. Y. 10018

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Problems, *Compensatory Education Programs, *Decentralization, Educational Resources, Federal Aid, *Federal Court Litigation, Federal Legislation, Financial Support, Program Administration, Resource Allocations, School Districts, School Support

Identifiers—Elementary Secondary Education Act Title I, *New York City

On May 1, 1972, the Public Education Association held an Educational Forum on Title I, Elementary Secondary Education Act in an attempt to pinpoint and, if possible, clarify some of the major problems and issues, particularly as they relate to New York City. In a decentralized school system, for example, which agency is the Local Educational Agency--that is, the local governing unit officially designated to receive and administer Title I funds? Targeting, or the giving of substantial aid to the highest concentration of eligible children, is another issue: Federal and State officials are challenging past targeting in New York City and are insisting that targeting rules be enforced. The guidelines' mandate on comparability requires that Title I aid supplement, not replace, local funds. As in targeting, comparability within a district would work very differently from comparability across the city as a whole. Other issues that will bear continuous scrutiny include: (1) "Follow the child," a regulation permitting Title I funds to follow children who voluntary transfer out of Title I schools into non-Title I schools, but not those who are assigned to non-Title I schools; (2) restrictions in staffing; (3) targeting versus integration; and, (4) planning difficulties caused by annual funding and unworkable timetables. (Author/JM)

ED 063 442 UD 012 440

Jordan, David C. · Spiess, Kathryn Hecht

Compensatory Education in Massachusetts: An Evaluation With Recommendations.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Mar 70

Note—398p.

Available from—Public Document Div., Room 116, The State House, Boston, Mass. ($3.78)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Academic Achievement, *Compensatory Education Programs, Curriculum Development, Educational Objectives, *Evaluation Needs, Evaluation Techniques, Inservice Education, *Manpower Needs, *Program Evaluation, Staff Improvement, Teacher Education, Urban Education

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs, *Massachusetts

The general objective of this study is to assist in the improvement of compensatory education programs in Massachusetts through modifications of current programs based on evaluations specific enough to permit the formulation of concrete recommendations for improvement. A 10 percent sample of projects was chosen for study as theoretically representative of the total Statewide Title I program. Each project was visited an average of between two and three times by a trained observer. Additionally, a survey was taken of all school district superintendents in April 1969. The findings of the study point to four characteristics of compensatory education as presently conceived and practiced in Massachusetts, which keep it from efficiently producing significant results of a permanent nature: (1) Lack of explicit objectives, operationally defined, which deal with the basic problems of the disadvantaged child; (2) Lack of sound designs for evaluating programs; (3) Lack of model compensatory education programs, which demonstrate appropriate curricula and effective teaching methods; and, (4) A critical shortage of well-trained compensatory education manpower. (Author/JM)

ED 063 443 24 UD 012 441

Siu, Ping Kee

The Relationship Between Motivational Patterns and Academic Achievement in Minority Group Children. Final Report.

Fordham Univ., Bronx, N.Y. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-B-049

Pub Date Mar 72

Grant—OEG-2-710049

Note—66p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Ability, *Academic Achievement, Academic Aspiration, Academic Performance, Achievement Rating, *Cultural Differences, Cultural Disadvantagement, Culturally Disadvantaged, Disadvantaged Youth, Equal Education, Learning Motivation, Low Motivation, *Minority Group Children, Minority Groups, *Motivation, Reading Tests, Student Evaluation, Student Motivation, Universal Education

This study was designed to reveal the differences in patterns of motivational variables and factors, and their differential effects upon academic achievement of Chinese and Puerto Rican early-grade school children. To determine the motivation and achievement levels, 198 subjects, with 99 in each group, were selected and tested by three motivational scales, Gumpgookies, Test Anxiety, and Achievement Responsibility Questionnaire, and an achievement test. Motivational patterns on the three scales and on the five factors in Gumpgookies were analyzed between cultures. The motivation-achievement relationship was also obtained by multiple regression analysis. The cross-cultural findings in this study showed that different cultures did provide differential impacts upon the development of achievement motives as well as upon the association patterns between motivation and performance. (Author)

ED 063 444 UD 012 443

Deslonde, James L. Flach, Elisabeth G.

The Cadre Approach to Teacher Training: Developing Change Agents for Desegregated Schools.

Pub Date Apr 72

Note—43p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Change Agents, Educational Change, Inservice Programs, *Inservice Teacher Education, Integration Methods, Preservice Education, *Program Evaluation, *School Integration, Socialization, Student Teachers, Teacher Attitudes, *Teacher Education

Identifiers—*California, Elementary Secondary Education Act Title IV, ESEA Title IV

In an attempt to get the teacher's perspective on integration problems, the Title IV Elementary Secondary Education Act staff organized small problem-solving sessions, joining teachers from two elementary schools in groups of three to six with staff for half-day sessions. After an understanding of each school's situation was achieved, a select group of fifth year credential students from the University of California at Riverside, School of Education were identified and invited to join the project and complete their academic and practical requirements in the lab schools. From October through December, students met with teachers in the two schools weekly for two-hour meetings with the director for lecture and discussion on multi-ethnic educational topics. In January, many of the students continued in the program as full-time student teachers, with in-class duties four out of five days, the fifth day being reserved for lectures, workshops, and discussions. Overall program evaluation consisted of administering standard attitude and personality inventories to student teachers, observing them while teaching and in other program activities, and finally relating evaluations by university and school personnel and Title IV staff to the data obtained earlier. (Author/JM)

ED 063 445 UD 012 444

Jensen, Arthur R.

On "Jensenism": A Reply to Critics.

Pub Date 7 Apr 72

Note—62p.; Address made at the American Educational Research Association annual convention, Chicago, Ill., April 7, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Academic Performance, *Cultural Disadvantagement, Culture Free Tests, Disadvantaged Youth, Environment, *Genetics, Heredity, Intelligence, *Intelligence Differences, *Intelligence Quotient, Intelligence Tests, Prenatal Influences, Social Differences, *Social Disadvantagement, Social Factors, Social Influences

In this address, Jensen discusses his views on the effects of heredity and environment on human intelligence, in an attempt to clarify his original statements on this subject. Since his article appeared in the "Harvard Educational Review" in 1969, the term "Jensenism" has accrued a variety of meanings through popular usage (according to Jensen) and his ideas have been attacked on the basis of these accrued meanings. In this article, Jensen restates his original views on the nature-nurture argument, deals with the types of reactions to and criticisms of "Jensenism," heritability, and teachability,

with particular reference to heritability in the Negro population, and discusses the educational implications (namely, compensatory education) of his ideas. (SB)

ED 063 446 UD 012 449

Simon, Alan J.

Final Report of the Evaluation of the 1969-1970 School-Home Liaison Programs: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 70

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Attendance, Disadvantaged Youth, *Dropout Prevention, Dropout Programs, *Family School Relationship, *High Schools, Paraprofessional School Personnel, *Program Evaluation, School Holding Power, Student Attitudes, Student School Relationship

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York City

The purpose of this program, funded under Title I of 1965 Elementary Secondary Act, is to send paraprofessional workers who are familiar with the community into the homes of high school students who show serious problems in school attendance, adjustment, or achievement. The objective is to establish rapport between the school and the parents in the hope that better communication would help prevent problem students from dropping out of school. Evaluation procedures involved analyses of school records data on absenteeism, lateness for class, and academic achievement in language skills. Questionnaire and interview schedules were used to assess parent, student, and staff attitudes toward the program, toward self, and toward education. Analysis techniques involved simple descriptive statistics and standard tools for detecting significant group differences. The major findings include the following gains, which were obtained for only one of the two participating high schools: (a) a decrease in absenteeism during the 1969-70 year as compared to the 1968-69 school year; (b) a decrease in being late for classes during the 1969-70 school year as compared to the 1968-69 school year; and, (c) patterns of change in English achievement levels from June 1969 to June 1970 similar to a norm of other students in that high school. (Author/JM)

ED 063 447 UD 012 451

Hoffman, Louis J.

Final Report of the Evaluation of the 1970-1971 Benjamin Franklin Cluster Program: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 71

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Class Size, *Cluster Grouping, Curriculum Development, *Disadvantaged Youth, Guidance Services, High School Curriculum, *High School Students, Paraprofessional School Personnel, *Program Evaluation, Psychological Services, Reading Skills, Small Classes

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York City

The Cluster program, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to be a school within a school in which the students receive the benefits of small class size, psychological support, and curricular innovation. The program this year was expanded to include both ninth and tenth year students. The two clusters of 150 students each receive instruction from five teachers in classes where maximal size is 30. The cluster students also receive the services of paraprofessional aides, guidance counselors, and a school psychologist. Laboratory and skill centers in reading and mathematics were specially developed for the program. Curriculum developers produced new materials in mathematics, science, reading, and social studies. In addition the program inaugurated this past year its phasing program in which students may select their own programs from a variety of courses lasting approximately four weeks each. Evaluation procedures included: (a) collecting and analyzing all record data information available, (b) analyzing records and documents produced by the cluster program staff; (c) interviewing teachers, counselors, etc.; (d) administering questionnaires to cluster students and faculty; and, (e) observation of classroom activities. (Author/JM)

ED 063 448 UD 012 452

Hoffman, Louis J.

Final Report of the Evaluation of the 1969-1970 Benjamin Franklin Cluster Program: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 70

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Class Size, *Cluster Grouping, Curriculum Development, *Disadvantaged Youth, Guidance Services, High School Curriculum, *High School Students, Paraprofessional School Personnel, *Program Evaluation, Psychological Services, Reading Skills, Small Classes

Identifiers—*Elementary Secondary Education Act Title I Program, Esea Title I Programs, New York City

The Cluster Program at Benjamin Franklin High School, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to be a school within a school in which 249 ninth grade students attend classes in two separate clusters. Each cluster is formulated such that all students receive instruction from five teachers in classes whose maximal size is 30. These cluster students also receive the services of paraprofessional aides, a counselor, and a part-time psychologist. Laboratories and skills centers in reading and mathematics were specially developed for the cluster program, and three curriculum developers produced new materials in mathematics, science, and social studies. Evaluation procedures included (a) collecting and analyzing all the school record information available, (b) analyzing records and documents produced by the cluster program staff, (c) interviewing teachers, counselors, and the cluster program psychologist, (d) administering questionnaires to cluster students, and (e) observation of classroom functioning. (Author/JM)

ED 063 449 UD 012 453

Joiner, Lee M.

Final Report of the Evaluation of the 1969-1970 Homework-Helper Program: Programs and Patterns for Disadvantaged High School Students. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 70

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Compensatory Education Programs, Disadvantaged Youth, Financial Support, *High Schools, *High School Students, *Homework, Program Evaluation, Student Attitudes, Student Teacher Relationship, Study Centers, *Tutorial Programs

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York City

The Homework Help Program, funded under Title I of the 1965 Elementary and Secondary Education Act, has the following objectives: (1) to encourage high school and college students from low income areas to remain in school through economic assistance; (2) to present a new opportunity for these students to achieve success; (3) to motivate these high school and college students toward improved academic achievement; (4) to expose these students to a tutorial experience while they are still young enough to choose teaching as a career; (5) to provide individual assistance to secondary school pupils in need of help with basic education; (6) to provide models for educationally deprived children, thereby increasing their aspirations for school success; and, (7) to promote integration through tutor-pupil assignments and activities. Each of the ten high school centers has a staff consisting of approximately 12 tutors, an auxiliary paraprofessional, a secretary, and the "master teacher," who is the direct supervisor of the entire staff. Tutorial classes are held Monday through Thursday, from three to five p.m. Students attend on a Monday-Wednesday, or Tuesday-Thursday schedule. Tutors are generally students at the school being serviced or recent graduates. (Author/JM)

ED 063 450 UD 012 454

Simon, Alan J.

Final Report of the Evaluation of the Directed Learning Program of the Hempstead Public Schools, N.Y., During its Second Year, 1970-1971. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—Hempstead Public Schools, N.Y.

Pub Date 71

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Academic Achievement, Class Organization, *Compensatory Education Programs, Educational Diagnosis, *Elementary Education, *Elementary School Students, Flexible Progression, Mathematics Instruction, *Program Evaluation, Reading Instruction, Student Attitudes, Student Grouping

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York City

Designed as a comprehensive district-wide elementary education program, the Directed Learning Program, funded under Title I of the 1965 Elementary and Secondary Education Act, is meant to encourage learning at an individual rate related to achievement ability rather than to age. The basic for instruction is the home base group in which students are assigned to one teacher, and where most of the school day is spent in order to provide the students with a core of stability. Science, social studies, music, art, and physical education are most often taught in the home base group. Many opportunities are available to bring students from different home base groups together for special science, social studies, music, or art units or projects. Instruction in reading, language arts, spelling, written and oral expression, and mathematics are taught in the learning family, which consists of four or five home base groups with similar achievement levels in these basic skill areas supported by a team of four teachers, four educational aides, and several student teachers. Each family is headed by a Learning Director, who supervises curriculum matters, selection of instructional materials, and coordination of resources, and who helps train teachers and educational assistants. (Author/JM)

ED 063 451 24 UD 012 465

Heyns, Barbara Cohen, David K.

Curriculum Assignment and Tracking Policies in Forty-Eight Urban Public High Schools. Final Report.

Center for Educational Policy Research, Cambridge, Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-A-030

Pub Date Jun 71

Grant—OEG-1-70-0C17-(509)

Note—250p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Academic Achievement, *Achievement Tests, *Curriculum Development, Curriculum Planning, Public Schools, Racial Discrimination, Racial Segregation, Reading Ability, Reading Skills, *Reading Tests, Social Class, Socioeconomic Background, Socioeconomic Influences, Socioeconomic Status, *Tracking, Universal Education, Urban Education, Urban Schools

The present research was conducted to determine the relative importance of a variety of background variables and school effects on curriculum assignment in public high schools. The emphasis was on the sociological processes of selection and differentiation within schools, and the role of education in facilitating or blocking social mobility. A selection of the data from the

"Equality of Educational Opportunity Survey" were reanalyzed, to compare both schools and students in the ninth and twelfth grades. The findings were, in general, at odds with much of the polemics of school reform, in which educational institutions are criticized for restricting opportunity to lower class or non-white students. When verbal ability is assumed to adequately differentiate pupils, as a criterion for placement, there is little evidence for discrimination within schools in placement, and no evidence of racial bias. Differences in tested ability accounted for most of the observed segregation within schools by race and class, and, in general, the effects of verbal ability were 3-4 times as important as the combined effects of father's education, occupational prestige, and number of siblings in the family. If more equality of outcomes is desirable, one must question the relevance of tests as a criterion, rather than focusing on schools as agents generating inequality through perpetuating status differentials. (Author)

ED 063 452 UD 012 467
Bower, Eli M., Ed.
Orthopsychiatry and Education.
American Orthopsychiatric Association, New York, N.Y.
Pub Date 71
Note—468p.
Available from—Wayne State Univ. Press, Detroit, Mich. 48202 ($16.95)
Document Not Available from EDRS.
Descriptors—Behavior Problems, Cognitive Development, Compensatory Education, Compensatory Education Programs, Cultural Disadvantagement, Culturally Disadvantaged, Curriculum Development, Emotionally Disturbed, Emotional Maladjustment, Higher Education, Intellectual Development, Learning Disabilities, Mentally Handicapped, Mental Retardation, Preschool Children, *Psychiatry, *Psychoeducational Processes, Reading Difficulty, *Social Sciences, *Sociology

A reassessment of schools and education in general from the standpoint of the orthopsychiatrist, this volume attempts to answer a wide variety of questions such as: What does society expect from its educational institutions? What exactly is the educational experience and do we really mean to provide it for children? How can the schools best deal with mentally retarded, emotionally disturbed, and culturally deprived children? If family and peer relationships are essential to educational competence, how can preschool education compensate for deficiencies in these areas? How can reading disabilities be overcome? Represented in this volume are many prominent behavioral scientists dealing with the problems and processes of education. It includes a wide range of the best articles on education appearing in the "American Journal of Orthopsychiatry" since 1957. (Editor/SB)

ED 063 453 UD 012 479
Cooper, Joel
Self-Fulfilling Prophecy in the Classroom: An Attempt to Discover the Processes by Which Expectations Are Communicated. Final Report.
Princeton Univ., N.J.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date 27 Oct 71
Grant—OEG-2-70040(509)
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bias, *Expectation, Experimental Psychology, Eye Movements, *Laboratory Experiments, *Nonverbal Communication, Research Methodology, Research Problems, Self Esteem, Self Evaluation, Social Influences, Social Psychology, Social Reinforcement, *Student Teacher Relationship, *Teacher Influence

The first of the two experiments reported here was designed to test the assumption that the phenomenological feeling of success or failure can be translated into behavior. Forty-five male undergraduates at Princeton University were given a task to perform. They then received feedback that they had been either very successful, mediocre, or very unsuccessful in their performance. Following their feedback, subjects were shown, via videotape, the picture rating task used by Rosenthal in a previous experiment. It was found, as predicted, that subjects who underwent a successful experience prior to viewing the photographs, viewed the faces pictured in the photographs as being more successful than subjects who underwent neutral or failure experiences. The next study was designed to test the hypothesis that subjects who receive consistent and frequent eye contact from experimenters feel more positively about themselves than subjects who receive very little eye contact. Assistant experimenters, blind as to the hypotheses of the experiment, administered the picture rating task to subjects. Half of the assistant experimenters were instructed to make frequent eye contact with subjects while the other half were instructed to avoid eye contact. To test the hypothesis, subjects' self-evaluations were assessed. [This document has been reproduced from the best available copy.] (Author/JM)

VT

ED 063 454 VT 014 686
The Total Impact of Manpower Programs: A Four-City Case Study. Volume II--Final Report.
Olympus Research Corp., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-05
Pub Date 1 Aug 71
Note—824p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 202 930; Summary: PB 202 929; MF $.95, see catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—*Adult Vocational Education, Disadvantaged Groups, Employment Programs, *Federal Programs, Followup Studies, Interagency Coordination, *Manpower Development, *Program Effectiveness, *Program Evaluation
Identifiers—Boston, CEP, Concentrated Employment Programs, Denver, Manpower Development and Training Act Programs, MDTA, San Francisco, WIN, Work Incentive Programs

Based on followup interviews with 1700 participants, this study is an evaluation of Federal manpower programs in Boston, Denver, and San Francisco-Oakland. Included are Manpower Development and Training Act Programs, Work Incentive Programs, and Concentrated Employment Program from late 1969 to early 1970. Program impact on enrollees, employers, and the community is considered, with emphasis on coordination and interaction between programs, agencies, and services. A summary of this final report is available from the source listed above. (BH)

ED 063 455 08 VT 014 728
Cotrell, Calvin J. And Others
Model Curricula for Vocational and Technical Teacher Education: Report No. III. Performance Requirements for Teacher-Coordinators. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—RD-Ser-66
Bureau No—BR-7-0158
Pub Date Mar 72
Grant—OEG-3-7-000158-2037
Note—139p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cooperative Education, Core Curriculum, Curriculum Design, *Curriculum Development, *Instructor Coordinators, *Job Analysis, *Performance Criteria, Performance Factors, Performance Specifications, Secondary Education, Teacher Qualifications

Based on introspection and interview techniques of occupational analysis, pedagogical performance requirements were identified for teacher-coordinators of cooperative education programs. Another specific objective of this phase of the project "Model Curricula for Vocational and Technical Teacher Education" was to determine which performance elements were common to a majority of the six programs (off-farm agricultural, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education), and which were unique to one or a few of the programs. The findings led to the conclusion that performance requirements were very similar for teacher-coordinators of all six secondary-level vocational cooperation programs. Recommendations generated by the study were: (1) Core offerings should be considered in developing model curricula for the preparation of teacher-coordinators of cooperative education, and (2) Several related and supplemental research and development activities should be completed in the project series. (Author/JS)

ED 063 456 VT 014 746
Pfahl, Alvin Kenneth
A Study of Attitude and Teaching Performance of Degree and Non-Degree Teachers in Industrial Education.
Pub Date Jun 71
Note—96p.; Ed.D. Dissertation, Oregon State University
Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-14030, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Attitude Tests, Comparative Analysis, Degrees (Titles), Doctoral Theses, *Educational Status Comparison, *Industrial Education, *Performance Factors, Professional Education, Statistical Analysis, *Teacher Attitudes, Teacher Education, *Teacher Evaluation, Teaching Skills

To determine whether teachers with differing amounts of formal education have varying attitudes toward teaching and whether this affects their teaching performance, instruction of students taught by non-degree persons was compared with instruction by teachers with degrees. Questionnaires were completed by 149 industrial education instructors in Oregon's community colleges, secondary schools, and skill centers and by students in the instructors' classes. The population of instructors included those teachers having completed 25 or less quarter hours of professional preparation, those with 25 or more hours but less than a baccalaureate degree, and those with degrees. Each instructor completed the Vocational Industrial Teacher Attitude Scale. Data were analyzed using the analysis of variance and the Pearson-product moment correlation. It was found that: (1) There was no significant difference in attitude, (2) Non-degree teachers received a better rating by students than did teachers with a degree, and (3) Instructors with more than 24 hours of preparation but less than a baccalaureate had a higher correlation of attitudes toward teaching than the other groups. (GEB)

ED 063 457 VT 014 763
Gill, Roy Claire
The Relative Importance of Specific Industrial Arts Objectives for Average and Retarded Students.
Pub Date Feb 72
Note—227p.; Ed.D. Dissertation, Arizona State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15610, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Average Students, Comparative Analysis, Correlation, Doctoral Theses, *Educational Objectives, *Industrial Arts Teachers, Mentally Handicapped, Retarded Children, *Special Education Teachers, Statistical Analysis, *Teacher Attitudes

This study investigated the emphasis placed on industrial arts objectives for average students and for retarded students, the relationship between certain factors in selecting the objectives for retarded students, and the difference in emphasis by industrial arts teachers and special education teachers on objectives for the mentally retarded students. After ten major objectives were identified, two questionnaires were sent to all Arizona public high school industrial arts and special education teachers. Data were analyzed with descriptive and inferential statistics and Spearman's Rank-Difference Correlation of Coefficent was used to test the 12 null hypotheses. It was found that most of the industrial arts teachers ranked the objectives for the retarded student in a different order than for the average student. Industrial arts teachers' and special education teachers' rank order for the objectives for the mentally retarded were similar. It was con-

cluded that the teachers' attitudes regarding the importance of industrial arts in the education of the mentally retarded appeared to be significant in the selection of objectives for the retarded. (GEB)

ED 063 458 VT 014 908
Lyle, Buel R.
Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five through Twelve. Interim Report.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jun 71
Contract—OEC-0-70-5189(361)
Note—196p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, *Depressed Areas (Geographic), Developmental Programs, *Disadvantaged Youth, Intermediate Grades, Job Placement, *Occupational Guidance, Pilot Projects, Rural Schools, Secondary Grades, Student Attitudes, Suburban Schools, *Vocational Development
Identifiers—Exemplary Project in Vocational Education
To assist rural and small suburban schools in depressed areas in establishing occupational education programs for Grades 5-12, pilot programs were instituted in eight participating schools. The project worked to: (1) provide occupational orientation, (2) create favorable attitudes in marginal and disadvantaged students toward education and its contribution to the world of work, (3) relate classroom instruction to an immediate job, (4) provide vocational guidance and job placement, and (5) provide short intensive training for seniors with no previous occupational training. Each school employed a counselor and coordinator of cooperative education. Personnel from participating schools have attended in-service training sessions each quarter. Although comprehensive evaluation would be premature, preliminary findings show that all eight schools have begun to implement each objective. Reports from each of the local schools are included. (BH)

ED 063 459 08 VT 014 939
Gorman, Anna M., Ed. And Others
Annual National Vocational and Technical Teacher Education Seminar Proceedings (5th, Atlanta, Ga., Oct. 25-28, 1971): Assessment of Graduate Programs. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—Leadership-Ser-35
Bureau No—BR-7-0158
Pub Date Mar 72
Grant—OEG-3-7-000158-2037
Note—181p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (limited number, complimentary)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, Educational Accountability, *Graduate Study, Leadership Training, *Program Effectiveness, Program Evaluation, *Seminars, *Teacher Education, Technical Education, *Vocational Education, Vocational Education Teachers
A total of 126 leaders in vocational and technical education from 44 states and the District of Columbia participated in a 3-day seminar conducted to focus attention on the concepts of evaluation and accountability in graduate programs in vocational education. Reaction panels and discussion groups were stimulated by these major presentations: (1) "Philosophical Design for Graduate Programs in Vocational and Technical Education" by G. Swanson, (2) "Improving Programs to Prepare Leaders in Vocational and Technical Education" by J. A. Culbertson, (3) "The Evaluation of General Staff Officers Programs in the United States Army" by I. Birrer, (4) "The Evaluation of Management Level Training Programs at the A.T. & T. Company" by R. J. Campbell, (5) "Model for Evaluation of Graduate Programs in Vocational Technical Education" by R. Hammond, and (6) "Accountability for Graduate Programs in Vocational and Technical Education" by H. Landrith, C. Schaefer, and J. Struck. Tests of the presentations and summaries of the two group sessions are included in the publication. (SB)

ED 063 460 VT 015 078
Library Technical Assistant: A Suggested Two-Year Post-High School Curriculum.
Toledo Univ., Ohio. Community and Technical Coll.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Contract—OEC-0-70-4955(357)
Note—430p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Administrator Guides, Behavioral Objectives, Bibliographies, Career Ladders, *Curriculum Guides, Educational Facilities, Employment Qualifications, Grade 13, Grade 14, Instructional Materials, Job Skills, Laboratory Equipment, *Library Technicians, Post Secondary Education, *Program Guides, Resource Guides, Technical Education, Vocational Education
Identifiers—Beginning Competence
Extended library responsibilities, stemming from a knowledge explosion, necessitate the planning and modification of post-secondary library technical training. This program guide developed by technical education specialists and designed for the use of administrators and their advisers, provides plans for a post-secondary, 4-semester curriculum for library technical assistants. General considerations outline program preparation and discuss prerequisites to be met by administrators, faculty, and students. A curriculum description includes an outline of course contents and suggestions for cooperative education and continuing study. There are also supplementary lists of facilities, equipment, and costs. Five appendixes list career ladders from selected sources, a pre-technical prerequisite skill curriculum, national skills tests, journals and periodicals for the technical curriculum, and societies and agencies involved in the education of library technical assistants. The curriculum described here reflects three basic requirements for any technical position: functional utility, specialized technical skills and provision for their application, and continual broadening of a base of knowledge and skills. (AG)

ED 063 461 VT 015 112
Morgan, Robert L., Ed. And Others
Synopses of Selected Career Education Programs: A National Overview of Career Education.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Report No—Career-Edu-Vol-1
Pub Date Apr 72
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Educational Change, *Educational Objectives, *Educational Programs, Educational Trends, *Information Sources, Instructional Program Divisions, *Program Descriptions, School Districts
Because of the emerging emphasis on career education, educators are becoming more interested in what is being done in both local and state programs. This document is the result of a series of on-site visits made by the North Carolina center staff to projects in 30 states and a review of self-studies submitted by the projects. Synopses of the self-studies are provided for 39 programs located in 10 U.S. Office of Education regions. Basic information includes grade levels, program goals, general characteristics, and a contact person for further information. In-depth descriptions are anticipated in a future publication. (GEB)

ED 063 462 VT 015 209
Occupational Information Via TV. Occupational Information Materials Project.
Atlanta Public Schools, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CVTE-A00536
Pub Date 70
Note—147p.; PAES Collection
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audiovisual Aids, Bibliographies, *Career Education, Elementary Grades, Health, *Health Occupations, Human Services, Instructional Films, Learning Activities, Resource Materials, Secondary Grades, Study Guides, *Video Tape Recordings, Welfare
Identifiers—Attitude Appreciations, Decisions, Educational Awareness, Elementary Secondary Education Act Title III, ESEA Title III, Self Awareness
Developed by television staff and personnel from a demonstration project funded by Title III of the Elementary and Secondary Education Act, this teaching guide contains four television programs designed to provide children from various socioeconomic backgrounds in Grade 3-8 with information concerning hospital, public health, and dental occupations. In addition to providing information, the materials are designed to demonstrate the role of work, develop positive work attitudes, and facilitate realistic educational choices. Information provided for the four television programs, which are revisions of tele-lessons first presented during the 1968-1969 school year, include: (1) study guides containing the purpose of the programs, highlighted concepts, vocabulary terms, supplementary books and films, and activities for before, during, and after the telecast, (2) the television scripts, (3) posters depicting the health personnel in their work setting, and (4) duties, personal qualifications, and training requirements for each occupation. To aid other schools in the production of similar programs, the guide contains a model and report describing the procedures followed in developing the materials. (SB)

ED 063 463 VT 015 227
Industrial Prep, Volume One, Sophomore Year--Introduction Mathematics.
Hackensack Public Schools, N.J.
Report No—CVTE-E-8
Note—245p.; PAES Collection
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Behavioral Objectives, *Career Education, Curriculum Guides, Developmental Programs, Grade 10, Instructional Aids, Integrated Curriculum, *Interdisciplinary Approach, Learning Activities, Lesson Plans, *Mathematics Instruction, Program Content, *Shop Curriculum, Student Projects, *Teaching Guides, Tests, Visual Aids, Vocational Education, Worksheets
Identifiers—Career Exploration
As part of a 3-year comprehensive interdisciplinary program developed by a group of educators from Hackensack High School, New Jersey, this teaching guide for a Grade 10 mathematics unit is designed as a year long study of measurement in preparation for further technical study in Grades 11 and 12. Daily lesson plans for the four sophomore units stress basic concepts and applications of mathematical measurement. Students construct models of ductwork, geometric solids, densities of metals, and paper box fabrication which promote group and individual participation in developing necessary concrete mathematical skills. The program incorporates the use of community resources for field trips and presentation s, and includes line diagrams, quizzes, student worksheets, and activity lists. Introductory rationales precede each outlined unit. This volume is planned for use with four others, available as VT 015 228-VT 015 231 in this issue. (AG)

ED 063 464 VT 015 228
Industrial Prep, Volume Two, Sophomore Year--Biology, English, Architecture, Occupations.
Hackensack Public Schools, N.J.
Report No—CVTE-E-8
Note—264p.; PAES Collection
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Architecture, Audiovisual Aids, Behavioral Objectives, Bibliographies, *Biology Instruction, *Career Education, Curriculum Guides, Developmental Programs, *English Curriculum, Grade 10, Industrial Education, Interdisciplinary Approach, Learning Activities, Lesson Plans, Resource Materials, *Teaching Guides, Thematic Approach, Vocational Education, Worksheets
Identifiers—Career Exploration
Currently relevant topics in English, biology, architectural skills, and occupations are presented in four teaching units for Grade 10 by means of model lesson plans, unit projects, and a variety of student worksheets. Supplementing the teaching guide are lists of resource and reference ideas ranging from visual aids to vocabulary terms and learning activities. As the second volume in a 3-

year comprehensive interdisciplinary program in industrial preparation for vocational students, the guide represents a part of a year-long developmental program with a laboratory approach. Approximately half of the volume consists of four separate thematic units aimed at developing language arts communication skills within the English curriculum. The four subjects discussed are (1) newspapers and magazines as examples of mass media, (2) self-understanding derived from discussions of speech, psychology, and literature topics, (3) photography, and (4) correlated language arts activities. Methods of implementing behavioral objectives for each outlined unit are suggested in the detailed unit and program introductions. The volume is planned for use with four others, available as VT 015 227-VT 015 231 in this issue. (AG)

ED 063 465 VT 015 229

Industrial Prep, Volume Three, Junior Year--Contents: Physics and English.

Hackensack Public Schools, N.J.

Report No—CVTE-E-8

Note—396p.; PAES Collection

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Audiovisual Aids, Behavioral Objectives, Bibliographies, *Career Education, Curriculum Guides, Developmental Programs, *English Curriculum, Grade 11, Instructional Aids, *Interdisciplinary Approach, Occupational Guidance, *Physics Curriculum, Project Training Methods, Self Concept, Student Projects, *Teaching Guides, Teaching Procedures, Vocational Education, Worksheets

Identifiers—Career Exploration, Economic Awareness

This Grade 11 teaching guide contains two curriculums which focus on 10 team physics projects and five thematic units in English. The 10 group physics projects are derived from the application of three laboratory units on the properties of matter, mechanics, and electricity. The outlined English curriculum ranges from such specifically pragmatic topics as work preparation and physics to more broadly applicable units on television, economics, and prejudice, stressing relevance to the needs and interests of vocational students. The extensive economics unit deals with consumer credit and buying used cars. The unit on prejudice outlines the causes and effects of social discrimination, provides literary illustrations with suggested projects and a bibliography, and discusses prejudice in mass media. Multimedia resources and ideas for the guide include project lists, discussion questions, visual aids, and student reading materials. Procedures for implementing goals include use of student worksheets for each physics lesson, a student evaluation sheet, term definitions, and detailed daily lesson plans in outline form. Developed by a group of educators from Hackensack High School, New Jersey, this is the third volume in a comprehensive 3-year interdisciplinary program in industrial preparation for vocational students. Others are available as VT 015 227-VT 015 231 in this issue. (AG)

ED 063 466 VT 015 230

Industrial Prep, Volume Four, Junior Year--Contents: Mathematics and Guidance.

Hackensack Public Schools, N.J.

Report No—CVTE-E-8

Note—262p.; PAES Collection

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Behavioral Objectives, *Career Education, *Classroom Guidance Programs, Curriculum Guides, Developmental Programs, Grade 11, Group Guidance, Instructional Aids, *Interdisciplinary Approach, Learning Activities, Lesson Plans, *Mathematics Instruction, Program Content, Student Projects, *Teaching Guides, Tests, Visual Aids, Vocational Education, Worksheets

Identifiers—Career Exploration

As part of a 3-year comprehensive interdisciplinary program in industrial preparation for vocational students, this 11th Grade teaching guide consists of units on technical mathematics and guidance. Designed as supportive material for related physics and English curriculums, the first four sections of Volume 4 on algebra, vectors, simple machines, and electricity stress fundamental concepts by means of daily lesson plans. Accompanied by classwork and cocurricular assignment worksheets and tests, the 117 mathematics lessons are illustrated with detailed line diagrams. Meaningful self-appraisal through group and personal guidance, leading to a successful occupational choice is the aim of a guidance unit which describes the functions of interests, aptitudes, needs, motivations, and attitudes in career planning. Further insight into human relations is provided by a discussion of prejudice and steps for solving problems. Case studies, references, project lists, and worksheets also enrich this guidance unit. Volume 4 is planned for use with four others, available as VT 015 227-VT 015 231 in this issue. (AG)

ED 063 467 VT 015 231

Industrial Prep, Volume Five, Senior Year--English, Chemistry, Social Studies, and Occupational Relations.

Hackensack Public Schools, N.J.

Report No—CVTE-E-8

Note—329p.; PAES Collection

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, *Chemistry Instruction, Curriculum Guides, Developmental Programs, *English Curriculum, Grade 12, Humanities Instruction, Instructional Aids, Interdisciplinary Approach, Multimedia Instruction, Occupational Guidance, Resource Materials, *Social Studies Units, *Teaching Guides, Visual Aids, Vocational Education, Work Attitudes

Identifiers—Career Exploration, Economic Awareness

This 12th Grade teaching guide presents four units in industrial preparation for vocational students which serve as a general and specific vocational basis either for immediate post-secondary employment or for further formal technical education. The five diverse English curriculum units range from vocational preparation and chemistry topics to discussions of leisure time activities, the film, and current war and peace issues. A social studies unit deals primarily with the sociological impact of urbanization and the civic responsibilities of industry. An occupational relations unit provides sample case studies designed to increase self-understanding in interpersonal vocational relationships, and a laboratory unit of industrially-oriented chemistry topics is designed to develop nine specific laboratory skills. Developed as part of a 3-year comprehensive interdisciplinary program by a group of educators from Hackensack High School, New Jersey, the guide employs a wide variety of "real-life" approaches, such as role-playing, to insure student interest. General and specific program goals and rationales and teaching suggestions precede the student reading materials, multimedia resource materials, project lists, and bibliographies. This volume is planned for use with four others, available as VT 015 227-VT 015 230 in this issue. (AG)

ED 063 468 VT 015 277

Medical Requirements for Ambulance Design and Equipment. Emergency Health Series.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Medical Sciences.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Div. of Emergency Health Services.

Report No—PHS-Pub-1071-C-3

Pub Date Apr 70

Note—25p.

Available from—Information Clearinghouse, Div. of Emergency Health Services, Health Services and Mental Health Admin., 5600 Fishers Lane, Rockville, Md. 20852

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Design Needs, *Emergency Squad Personnel, *Facility Requirements, Human Engineering, Medical Services, *Motor Vehicles, *Safety Equipment

Identifiers—*Ambulance Design, Ambulance Equipment

A vehicle must meet certain specific requirements to be classified as an ambulance if it is to satisfy the demands of the physician in terms of emergency care for which properly trained ambulance attendants can be held responsible. Developed by professional and lay experts for use by automotive designers and manufacturing, this publication would be useful resource material for a teacher in a technical institute or instructors of emergency squad personnel. Requirements are provided for: (1) The Ambulance, including requirements for general vehicular design and specific requirements for the driver and patient areas, (2) Security and Rescue Equipment, (3) Emergency Care Equipment and Supplies, which include litters, airway care, ventilation, oxygenation, external cardiac compression, immobilization of fractures, prevention and treatment of shock, wound dressings, emergency childbirth and transportation of newborn infants, poisoning, and special equipment, (4) Communication and Documentation, which includes a 2-way radio, telemetry equipment, and recording devices and (5) Transportation by Air. (SB)

ED 063 469 VT 015 354

Occupational Outlook Handbook. 1972-73 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—BLS-Bull-1700

Pub Date 72

Note—885p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L23:1700, $6.25)

EDRS Price MF-$0.65 HC-$29.61

Descriptors—*Employment Opportunities, *Employment Qualifications, Employment Trends, Income, Manpower Needs, *Manuals, Occupational Guidance, *Occupational Information, *Vocational Counseling, Work Environment

Designed as a basic reference source for vocational counselors and manpower planners, this handbook includes job descriptions and employment outlook information for white-collar, blue-collar, and service occupations. Updated to include 26 new occupational and industry outlook statements, information in the handbook is based on data received from industry officials, labor organizations, trade associations, professional societies, government agencies, and other organizations. Specific information included for each occupational group deals with the nature of work involved, places of employment, qualifications, employment outlook, earnings, and working conditions. Sources of additional information are also suggested. (JS)

ED 063 470 VT 015 368

Career Education in Arizona. The 3R's Plus Career Education.

Arizona State Advisory Board for Vocational Education.; Arizona State Dept. of Education, Phoenix.

Note—36p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Educational Objectives, Occupational Information, *Pilot Projects, *Program Descriptions, Public Education, *State Programs

Identifiers—Arizona

Career education was officially established in Arizona during the 1971 legislative sessions. Three goals of career education, as stated by the state advisory council, are to help students: (1) learn to live, (2) learn to learn, and (3) learn to make a living. The program is available for students at all levels of education, from kindergarten through the university, and includes awareness of the world of work, broad orientation to occupations, indepth exploration of selected career clusters, and career preparation for all students. This document briefly describes the career education program in Arizona, particularly the 13 pilot programs funded by a $1.9 million allocation beginning in July of 1971. (GEB)

ED 063 471 VT 015 386

Career Education in the Environment. A Handbook.

Olympus Research Corp., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Grant—OEG-0-71-4462(357)

Note—394p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.6/2:EN 8/2, $3.00)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Administrator Guides, Annotated Bibliographies, Audiovisual Aids, Behavioral Objectives, *Career Education, Career Planning, *Curriculum Guides, Employment Opportunities, *Environmental Education, Environmental Research, Instructional Aids, Lesson Plans, *Manuals, *Natural Resources, Occupational Guidance, Reference Materials,

Resource Guides, Secondary Grades, Supplementary Textbooks, Teaching Guides, Teaching Procedures, Vocational Education

This handbook designed for secondary school use in exploring environmental problems and solutions and providing information on existent and emerging career opportunities, will be useful to school administrators, curriculum planners, instructors, counselors, librarians, and students. Developed by a 10-member project group, the handbook is in three parts: (1) Career Education and the Environment--an overview which sketches the extent of, reasons, and solutions for our present environmental degradation, (2) Environmental Careers--a comprehensive report divided into categories of science and research, technology and education, technology implementation, and equipment operation, and (3) two environmental education curriculums--a 15-day self-contained curriculum unit on environmental awareness and pollution tested in the Salt Lake School District, complete with an outline, lesson plans, student readings, and an exam, and a semester length course which focuses on the physical world, natural resources, and social problems with environmental overtones. An annotated 61-page bibliography supplements these curriculums, and is divided into eight categories for easier use as a selective guide for all schools wishing to start or upgrade their holdings in environmental literature. (CD)

ED 063 472 VT 015 390

Love, Don

Vocational Education and the Physically Handicapped--Voices and Views.

Hoskins and Associates, South Pasadena, Calif.; Los Angeles City Coll., Calif.

Pub Date Jul 71

Note—128p.

Available from—Los Angeles City College Bookstore, 855 North Vermont Avenue, Los Angeles, California, 90029 ($6.60)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Colleges, Disadvantaged Groups, Educational Needs, Employment Trends, *Junior Colleges, Manpower Needs, *Physically Handicapped, Program Development, Program Planning, Research Needs, *School Role, *Student Needs, Vocational Counseling, *Vocational Education

This report is an attempt to define the role of the junior/community college in providing vocational training for the physically handicapped. In identifying this role the report offers: (1) an in-depth discussion of the national concern of vocational education for the handicapped, (2) findings from a review of the existing vocational education programs for the disabled, (3) an analysis of the handicapped population related to the junior college, (4) suggested solutions to problems, (5) labor market trends and needs, (6) program planning, (7) implementation and evaluation of supportive services such as counseling and guidance, and (8) future needs and program development. In outlining a course of action, the report categorizes the basic needs of handicapped students as medical, social, economic, and educational. (Author/JS)

ED 063 473 VT 015 392

A Guide for Occupational Orientation--"The World of Work." Grades 5-7.

Pharr-San Juan-Alamo Independent School District, Tex.; Texas Education Agency, Austin.

Report No—CVTE-00005

Pub Date 71

Note—118p.; PAES Collection

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Audiovisual Aids, Behavioral Objectives, Bibliographies, *Career Education, *Career Opportunities, *Career Planning, *Curriculum Guides, Instructional Aids, Intermediate Grades, Learning Activities, Occupational Information, Occupations, Resource Guides, Secondary Grades, Teaching Guides, *Vocational Development

Identifiers—Career Awareness, Educational Awareness, Self Awareness

Prepared by staff and consultant coordinators of a pilot project from the contributions of 27 elementary and junior high school teachers, this curriculum guide is designed to orient students in Grades 5-7 to the world of work by stimulating interest in planning a career or vocation. The materials are divided by grade level into two sections, with Grades 5 and 6 concentrating on career awareness through the exploration of 26 different occupations and Grade 7 concentrating on such career development topics as self awareness, educational awareness, employment-seeking skills, and other types of occupational information. The following instructional components are provided for each occupation and career development topic: (1) general and behavioral objectives, (2) learning experiences, which consist of such activities as student skits in which students role play workers, individual activities, and group discussions stimulated by resource persons, films, or other instructional aids, and (3) a listing of instructional materials and resources. A bibliography of films, filmstrips, resource persons, field trips, magazines, and books is included. (SB)

ED 063 474 VT 015 400

Training of Economic Administrators for Industrial Development.

United Nations Industrial Development Organization, Vienna (Austria).

Report No—Training-for-Indus-Ser-1

Pub Date 69

Note—191p.

Available from—United Nations Publication, Sales Office, Room 1059, New York New York 10017 (Sales No. E.68.II.B.12, $2.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Role, Conference Reports, *Developing Nations, *Economic Development, Foreign Countries, *Industrialization, Institutes (Training Programs), Leadership Training, *Professional Training, *Program Planning

In most countries, industrialization is increasingly regarded as one of the principle activities needed to achieve and sustain a high level of development. In order to plan, implement, and operate the many complex programs and projects, a number of development training institutes have come into being. A 1962 survey revealed that the focus of the training was on problems of economic planning and that industrial development was considered only incidentally. In order to find ways to overcome this, three agencies established the first inter-regional Working Part on the training of economic administrators of developing countries in industrial development. This document contains the report of the Working Party's meeting in Paris from September 2-10 in 1965. Selected contributions of the organizers and participants in the meeting are included. (GEB)

ED 063 475 VT 015 402

Oman, Ronald Nels

The Self Concept of Occupational Ability and Related Characteristics in Community College Occupational and Academic Students.

Pub Date 71

Note—170p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-31275, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Career Choice, *Career Planning, College Students, Community Colleges, Comparative Analysis, Correlation, Doctoral Theses, Individual Characteristics, *Self Concept, Social Relations, *Socioeconomic Influences, *Vocational Development

The purposes of this study based on the social interaction theories of George Nerbart Mead, were to: (1) determine the relationships among selected career development factors in community college students, (2) investigate relationships between these career development factors and socioeconomic background, previous occupational experience, and previous occupational training, and (3) compare students on career development factors. Subjects included 346 academic and 129 occupational freshman students of a community college. Data were gathered through sealed instruments and answers to questions relating to socioeconomic status levels of occupations, and were analyzed with Pearson Product-moment correlation coefficients. Findings include: (1) Approximately one-third of the students named a parent as the most significant other person influencing occupational choice, (2) No significant relationships were found between occupational aspirations and occupational plans of academic women, (3) Academic students enjoyed higher perceived others' evaluations than did occupational students, and (4) High and low socioeconomic groups were compared and found not to differ. (Author/GEB)

ED 063 476 VT 015 428

Barlow, Melvin L. And Others

A New Source of Manpower.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Education.; Office of Education (DHEW), Washington, D.C.

Note—23p.

Available from—The Regents, Univ. of California, Los Angeles, Division of Vocational Education, Allied Health Professions Project, 1003 Wilshire Boulevard, Santa Monica, California 90401 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Education, *Demonstration Projects, *Health Occupations Education, *Manpower Development, Manpower Needs, *Program Descriptions, Secondary Grades, *Work Experience Programs

Recruiting and training workers to meet the critical shortage of trained health manpower is the major goal of the U.C.L.A. Secondary School Allied Health Project. In order to illustrate how the program combines work experience and classroom activities so that students become aware of the possible careers in the health field, this publication follows a typical student through the first year of the project. During the initial stages of the project, the following activities occurred: (1) students from four high schools were recruited, interviewed, and selected for the program, (2) parents were oriented to the program, (3) class programs and educational requirements for each student were determined, (4) teachers were selected and trained, and (5) five hospitals agreed to cooperate as training stations. Following development of the curriculum during the summer, the training program began in the fall and consisted of classroom activities, clinical experience, and a month-long internship in a cooperating hospital. In evaluating the first year of the program, project staff felt that the program's success was due in large measure to the cooperation of the hospital personnel. This success was achieved by: (1) making sure the program was understood, (2) making the program fit smoothly into each department, (3) listening to department heads, and (4) presenting the program to workers at all levels. (SB)

ED 063 477 VT 015 438

Dawson, James I.

Inservice Re-Training of Vocational Education Personnel to Amplify and Enhance Their Role in Working with Disadvantaged and Handicapped Learners. A Teacher Training Program for Vocational Education Teachers and Supervisors. Final Report.

Alabama Agricultural and Mechanical Univ., Huntsville.; Auburn Univ., Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Home Economics Service.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Grant—OEG-0-70-1956(725)

Note—207p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Conference Reports, *Disadvantaged Youth, Followup Studies, *Handicapped Students, *Inservice Teacher Education, *Institutes (Training Programs), Teaching Methods, Teaching Techniques, *Vocational Education Teachers, Workshops

Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a 3-week inservice institute designed to: (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre- and post-test instruments which assessed participants' perception of their knowledge, their attitudes, and their cogni-

tions regarding teaching the disadvantaged. During the 9 months following the institue, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two 1-day workshops were held to discuss the results of the teaching methods and provide additional information. (SB)

ED 063 478 VT 015 446

Learning Laboratories for Unemployed, Out-of-School Youth--Communication Skills.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Audiovisual Aids, *Career Education, *Communication Skills, Disadvantaged Youth, Evaluation Techniques, Language Arts, *Learning Activities, Learning Laboratories, *Out of School Youth, *Resource Guides, Student Evaluation, Teaching Procedures, Unemployed, Worksheets

Identifiers—*Employment Skills

Prepared by an English instructor and a reading supervisor from ideas suggested by an advisory committee of teachers, this compilation of learning activities is designed for use by language arts teachers to supplement the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth" (ED 047 273). The 19 activities, which are intended to orient the disadvantaged student to the world of work, emphasize such topics as nonverbal communication, writing skills, speech patterns, and completing job application forms. Each activity contains these components: (1) reference to the communication skills section of the curriculum resource handbook, (2) objective, (3) teaching procedure, (4) evaluation suggestions, and (5) student worksheets which may be duplicated and/or used for transparencies. An introductory section provides further suggestions for the teacher, including the recommendation that learning activities be organized in short, achievable units which can be gradually increased when the students' attention span, interest, and work habits improve. A related publication is available as VT 015 447 in this issue. (SB)

ED 063 479 VT 015 447

Learning Laboratories for Unemployed, Out-of-School Youth--Computation Skills (With Extensive Consumer Applications).

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, Audiovisual Aids, *Career Education, Disadvantaged Youth, Evaluation Techniques, *Learning Activities, Learning Laboratories, *Mathematics, *Out of School Youth, *Resource Guides, Student Evaluation, Teaching Procedures, Unemployed, Worksheets

Identifiers—*Employment Skills

Prepared by secondary teachers from ideas suggested by an advisory committee of teachers, this compilation of learning activities is designed for use by mathematics instructors to supplement the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth" (ED 047 273). The 34 activities, which are intended to orient the disadvantaged student to the world of work, emphasize such topics as basic mathematical combinations, multiplication, division, budgeting, banking terms, using a checking account, and credit. Each activity contains these components: (1) reference to the computation skills section of the curriculum resource handbook, (2) objective, (3) teaching procedure, (4) evaluation suggestions, and (5) student worksheets which may be duplicated and/or used for transparencies. An introductory section provides further suggestions to the teacher, including the recommendation that learning activities be organized in short, achievable units which can be gradually increased when the students' attention span, interest, and work habits improve. A related publication is available as VT 015 446 in this issue. (SB)

ED 063 480 VT 015 456

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—294p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly, One year-$11.00, Two years-$18.00)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Abstracts, Clearinghouses, *Educational Research, *Indexes (Locaters), Information Dissemination, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization, and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional authors, and (3) document accession number, with a table showing ED numbers for documents available through the ERIC Document Reproduction Service. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 015 457). (CD)

ED 063 481 VT 015 458

Viterna, Larry L.

Opinions of School Administrators Concerning Selected Aspects of the Program of Vocational Agriculture in Nebraska.

Pub Date Aug 71

Note—167p.; M.S. Thesis, Nebraska University

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Administrator Attitudes, Administrator Role, Advisory Committees, *Educational Needs, High Schools, Masters Theses, Opinions, *Program Development, *School Surveys, *Vocational Agriculture, Youth Clubs

Identifiers—*Nebraska

Designed as a survey of 124 Nebraska public schools offering vocational agriculture, the primary purpose of this study was to obtain opinions of school administrators regarding selected aspects of the vocational agriculture program. A secondary purpose of the study was to present these opinions in a form useful to state and local supervisors of vocational agriculture programs, teacher educators, teachers, advisory councils and local boards of education and school administrators. Among the findings of the study are: (1) More than 90 percent of the administrators indicated preparing youth for agricultural occupations was a major purpose of vocational agriculture, (2) 86 percent of the superintendents in Class A schools indicated girls should be enrolled in vocational agriculture, and (3) About 78 percent indicated a need for a citizen advisory committee to help plan the local program of vocational agriculture. A major conclusion of the study is that school administrators should be involved in planning new programs and receive considerable instruction in the nature and administration of vocational agriculture programs. (Author/JS)

ED 063 482 VT 015 459

Crunkilton, John R.

Testing of Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Virginia State Dept. of Education, Richmond.

Note—61p.

Available from—Agricultural Education Department, Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061 (One copy free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Agricultural Education, Educational Objectives, Measurement Instruments, *Models, *Program Development, *Program Evaluation, Secondary Education, *Testing, *Vocational Agriculture, Vocational Education

To assist local administrators and teachers in determining educational objectives and priorities, this project tested a previously developed program evaluation model. The test site chosen for data collection was the agriculture department at James Wood High School. Conclusions of this test effort included: (1) The model for evaluation of secondary school programs of vocational agriculture is a viable means by which sufficient and reliable data can be collected for critical analysis and used for program direction, (2) Other teachers of the local school system in which the model is being used provide a source from which data may be obtained, and (3) The role of the advisory council is vital to the evaluation process. Also included in this summary report are the instruments used to collect data. (JS)

ED 063 483 VT 015 461

AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume 1, Final Report.

American Inst. of Aeronautics and Astronautics, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DOL-MP-82-36-71-01

Pub Date 31 Dec 71

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aerospace Industry, Demonstration Programs, *Employment Services, Engineers, Job Placement, *Professional Personnel, Scientific Personnel, Scientists, *Unemployment, Vocational Counseling, *Workshops

Identifiers—*American Institute of Aeronautics and Astronautics

In response to growing unemployment among professional personnel in the aerospace industry, a series of 175 workshops were conducted by the American Institute of Aeronautics and Astronautics (AIAA) in 43 cities. Nearly 15,000 unemployed engineers and scientists attended the workshops and reviewed job counseling and placement services from volunteer groups working to match skills and jobs. A followup survey of participants revealed that 42 percent obtained jobs within 6 months, and 98 percent would recommend the workshop to others. The workshops filled a need for reliable, inexpensive, and readily accessible job counseling services. The workshops' success in spreading across the country was attributed to the efforts of AIAA professional staff and the ability to attract local support because of publicity and the relatively low cost of the workshops compared with the benefits received. Volumes II and III are available as VT 015 462 - 015 463 in this issue. (BH)

ED 063 484 VT 015 462

AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume II, An Analytic Report on Some Effects of Twenty-Two Workshops.

American Inst. of Aeronautics and Astronautics, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Dec 71

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aerospace Industry, Demonstration Programs, *Employment Services, Engineers, Followup Studies, Job Placement, *Professional Personnel, *Program Effectiveness, Program Evaluation, Scientific Personnel, Scientists, Unemployment, Vocational Counseling, *Workshops

Identifiers—American Institute of Aeronautics and Astronautics

In response to growing unemployment among professional personnel in the aerospace industry, a series of 175 workshops were conducted in 43 cities. Nearly 15,000 unemployed engineers and scientists attended the workshops and received job counseling and placement services from volunteer groups working to match skills and jobs. To evaluate the effects of the workshops on applicants' job-hunting techniques, success at finding employment, and income, 22 workshops in 11 cities were selected for analysis. Data were obtained during the workshops and from mail

surveys 2 and 6 months after attendance. At the end of the workshops 91 percent of the participants felt that the sessions had been highly valuable. Two months later, 22 percent had found permanent jobs, generally in fields other than aerospace. However, 27 percent of those in a control group found permanent jobs during the same period, indicating that the workshops did not have a positive effect on employment. After 6 months, an additional 25 percent had found employment. The survey respondents indicated that the greatest benefits of the workshops were in improving job-hunting techniques and interviewing skills. Two other volumes are available as VT 015 461 and 015 463 in this issue. (BH)

ED 063 485 VT 015 463

AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume III, Workshop Handbook.

American Inst. of Aeronautics and Astronautics, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Dec 71

Note—208p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Aerospace Industry, Demonstration Programs, *Employment Services, Engineers, Guidelines, Job Placement, *Manuals, *Professional Personnel, Scientific Personnel, Scientists, Unemployment, Vocational Counseling, *Workshops

Identifiers—*American Institute of Aeronautics and Astronautics

In response to growing unemployment among professional personnel in the aerospace industry, a series of 175 workshops were conducted by the American Institute of Aeronautics and Astronautics (AIAA) in 43 cities. Nearly 15,000 unemployed engineers and scientists attended the workshops and reviewed job counseling and placement services from volunteer groups working to match skills and jobs. Developed to provide information for organizing future workshops, the techniques described in this handbook came from previous workshops across the nation. The handbook covers organization, finance, interagency coordination, and interviewing problems. Two related volumes are available as VT 015 461-015 462 in this issue. (BH)

ED 063 486 VT 015 465

Engelhardt, David F.

Potential for Occupational Education or Career Development Programs in Two School Systems.

Engelhardt and Engelhardt, Inc. Purdy Station, New York.

Pub Date Nov 71

Note—90p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Curriculum Development, *Curriculum Evaluation, Educational Needs, *Program Development, Student Needs, *Vocational Development, Vocational Education

This document contains excerpts from two larger studies illustrating how two communities have approached problems of bias and neglect in the occupational education area. The first series of excerpts come from a curriculum study conducted in an affluent suburb where a high motivation for college preparatory work exists but not for occupational programs. Findings from the curriculum study are provided for the areas of: (1) occupational education, (2) industrial arts, (3) home economics, and (4) business education. The second series of excerpts come from an appendix of a school consolidation survey conducted in a rural area where transition from traditional vocational agricultural programs to more "modern" courses was being contemplated. Results relating to the need for vocational education, philosophy, educational facilities, recommended courses, and implementation strategies are discussed. (SB)

ED 063 487 08 VT 015 477

Home Economics Education--Instructional Materials.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Bib-Ser-12

Bureau No—BR-7-0158

Pub Date 72

Grant—OEG-3-7-000158-2037

Note—171p.; Compilation of Abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Abstracts, Adult Education, Career Education, Elementary Grades, *Home Economics Education, Homemaking Education, *Indexes (Locaters), *Instructional Materials, Occupational Home Economics, *Resource Guides, Secondary Grades

This compilation presents over 300 resumes of instructional materials in home economics education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 throug Fall 1971. Resumes cover a wide range of fields and occupations, such as child care occupations, consumer education, home management, interior design, and homemaking education. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 063 488 VT 015 478

The New FFA--Relevant, Flexible.

Future Farmers of America, Washington, D.C.

Pub Date 9 Mar 72

Note—93p.; Proceedings of the National FFA Seminar (Chevy Chase, Md., March 6-9, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Education, Behavioral Objectives, *Conference Reports, Program Development, *Relevance (Education), Rural Development, *Student Development, *Youth Clubs

Identifiers—FFA, *Future Farmers of America

To make education more relevant, the 1972 national seminar sought ways of integrating the Future Farmers of America (FFA) program with the broadened agricultural instruction program. Topics discussed included: (1) "Role of the FFA in the Changing Program of Agricultural Education" - William Gray (Moderator), (2) "But How Do We Get the Job Done?" by James Dougan, (3) "Developing and Using Performance Objectives" by Bob Stewart, (4) "The FFA as a Developmental Tool in Student Personal Growth" by H. E. Ridenour, (5) "The New FFA--Relevant, Flexible and Designed to Serve All Students and All Instructional Programs" by J. L. Branch, (6) "Build a Better Berrien" by Jerry Baldree, (7) "Building a Better Rural America" by James V. Smith, and (8) "Rural Development" by John Kyl. In addition to daily reports and panel discussions, these proceedings include several workshop reports on implementing the new FFA and on performance objectives for student development. (JS)

ED 063 489 VT 015 493

Lokan, Janice J. Halpern, Gerald

Differential Validities For Shop Courses.

Ottawa Board of Education, Ontario. Research Centre.

Spons Agency—Department of Manpower and Immigration, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.

Pub Date Mar 72

Note—49p.; Paper presented at the annual meeting of American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Educational Research, Foreign Countries, Noncollege Preparatory Students, *Occupational Guidance, *Predictive Validity, Program Improvement, *Shop Curriculum, *Vocational Education

Identifiers—*Canada

In a vocational high school in Ottawa, Canada, with an enrollment of approximately 750 students, 25 different shop courses are available. Students must take six shop courses during the first year, then specialize in two during the second year. During the first 2 years of operation, between two-thirds and three-fourths of those enrolled requested changes in their program. In order to reduce the number of changes, this study sought to provide information, in the form of differential validities, derived from a suitable battery of tests, which would be useful in identifying those occupations most likely to offer rewarding careers to non-academic individuals. Three separate cohorts of students, each containing 350 students, were used in the study of a double cross-validation design containing four phases. It was concluded that differences in academic performance and performance in shop areas can be predicted with some success for both sexes. (GEB)

ED 063 490 VT 015 495

Transitions In Agricultural Education: Focusing on Agribusiness and Natural Resources Occupations.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Nov 71

Note—26p.; Report of a National Seminar (Denver, Colo., May 11-14, 1971); Preliminary Draft

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Agribusiness, *Agricultural Education, Behavioral Objectives, Career Education, *Conference Reports, Educational Objectives, Educational Strategies, Educational Trends, Manpower Needs, *Natural Resources, Professional Education, *Program Planning, Seminars, Student Leadership, Vocational Education

With the increasing emphasis on the concept of career education, there is a need to integrate World of Work activities and existing vocational education programs. To achieve this, 279 teachers, teacher educators, state personnel, and industry representatives met to formulate objectives and to suggest specific action steps in each of nine areas. These areas were: (1) The Scope of Education in Agribusiness and Natural Resources Occupations, (2) Manpower Data and Training Needs in Agribusiness and Natural Resources, (3) Meeting the Needs of People in Target Groups, (4) Providing Occupational Experiences, (5) Guidelines for Developing and Using Student Performance Objectives, (6) Transitions In Organizations for Leadership Development In Students, (7) Preparing and Improving Professional Personnel, (8) Providing Instructional Programs For Adults, and (9) Providing Information and Obtaining Public Understanding. Forty-seven states and Puerto Rico were represented at this 4-day seminar. (JS)

ED 063 491 VT 015 496

Doron, Rina Lederer, A.

Vocational Training and Industrial Needs: Report on a Pilot Study in the Metal Work Industry.

Henrietta Szold Inst., Jerusalem (Israel).

Spons Agency—Ministry of Education and Culture, Jerusalem (Israel).; Office of Education (DHEW), Washington, D.C.

Report No—Pub-459; RR-114

Pub Date Jul 67

Grant—OEG-0-8-004608-4608(021)

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, Engineers, Foreign Countries, Industrial Training, *Metal Industry, *Occupational Surveys, *Program Effectiveness, Questionnaires, *Vocational Education

Identifiers—*Israel

In order to determine if the vocational school graduates are adequately trained for their jobs, a survey eliciting the opinions and suggestions of industrial engineers and administrators who come in contact with the graduates was taken. From the total population of 450 metal plants employing over 20 workers each, a stratified sample of 39 plants was chosen and a questionnaire was used to collect the data. Some of the respondents believed that a broad theoretical basis should be given to vocational students, while others thought more time should be devoted to practical work. Several respondents suggested the introduction of a management and production trend. It was con-

cluded that vocational schools should be diversified, so as to include additional "streams" and levels. (GEB)

ED 063 492 VT 015 497

Nitzan, Esther

Vocational Schools: Relation of Curricula To Needs in the Fields of the Electrical and Electronic Industries.

Henrietta Szold Inst., Jerusalem (Israel).

Spons Agency—Ministry of Education and Culture, Jerusalem (Israel).; Office of Education (DHEW), Washington, D.C.

Report No—Pub-471; RR-125

Pub Date Mar 69

Grant—OEG-0-8-004608-4608(021)

Note—164p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Electronics Industry, *Electronic Technicians, *Employment Projections, Engineers, Foreign Countries, Occupational Surveys, Questionnaires, *Relevance (Education), *Vocational Education

Identifiers—*Israel

The primary purpose of this survey was to bring about closer contacts between vocational education and the electrical and electronic goods industry of Israel. In addition to a review of literature, engineers and managers were surveyed, via questionnaires, with respect to: (1) The various occupations existing in electricity and electronics, (2) subjects learned, (3) duration and type of training given to electricians and electronics technicians, and (4) the number of graduates of vocational schools presently working and needed in the future. It was found that the graduates' level of knowledge and extent of training are satisfactory; however, many felt that the requirements need to be raised in several areas. It is anticipated that the number of electricians and electronics technicians in Israel is likely to amount to three times the present number in the next few years. (GEB)

ED 063 493 VT 015 498

Nizan, Esther

Vocational Schools: Relation of Curricula in the Fields of Commerce, Banking and Management.

Henrietta Szold Inst., Jerusalem (Israel).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Pub-489; RR-142

Pub Date 70

Grant—OEG-0-8-004608-4608(021)

Note—163p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Clerical Workers, *Employment Qualifications, Foreign Countries, *Occupational Surveys, *Office Occupations Education, *Trainees, Vocational Education

Identifiers—*Israel

The purpose of this survey was to present the views of the economy regarding the desirable vocational and personal qualifications of those working or preparing to work in office administration. From a list of Israeli businesses employing office workers, 60 were randomly selected and placed into one of four groups depending on the number of employees. Responses to questionnaires were received from 52 of the 60 office managers and business men surveyed. The results indicate a lack of consistency between the assessment at present and the economy's demands for the future regarding the various clerical occupations. Satisfaction was expressed in regard to the level of knowledge in the various subjects of study and the personal qualifications; however, there was an expressed demand for an improvement of the vocational level and personal qualifications for future employees. (GEB)

ED 063 494 VT 015 586

A Directory of Public Employee Organizations. A Guide to the Major Organizations Representing State and Local Public Employees.

Labor-Management Services Administration (DOL), Washington, D. C.

Pub Date Nov 71

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, *Government Employees, Group Membership, Labor Unions, *Organizations (Groups), *Professional Associations

Identifiers—*Public Administration

Included in this directory is information concerning the structure, size, location, and policies of the 25 largest organizations affecting state and local employees. Among the organizations listed are the: (1) American Federation of State, County, and Municipal Employees, (2) American Federation of Teachers, (3) International Brotherhood of Teamsters, (4) National Association of Social Workers, and (5) Service Employees International Union (AFL-CIO). When applicable, information is also provided on convention dates and publications. Related directories are available as VT 015 587 and VT 015 590 in this issue. (JS)

ED 063 495 VT 015 587

A Directory of Public Management Organizations. A Guide to National Organizations of State and Local Governments and Associations of Public Officials with an Interest in Public Employee-Management Relations.

Labor-Management Services Administration (DOL), Washington, D. C.

Pub Date Nov 71

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L 1.7:M 31/4, $.60)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, Educational Administration, *Employer Employee Relationship, Federal Government, Government (Administrative Body), *Management, *Organizations (Groups), *Professional Associations, State Government

Identifiers—*Public Administration

This directory lists 16 national public management organizations having a substantial and continuing interest in public employee-management relations. Arranged in a standardized format, the directory lists: (1) the address and phone number of the headquarters and branch offices, (2) a brief description of the organization and its purpose, (3) type of individuals or agencies eligible for membership and membership requirement, (4) the organization structure, offices, titles and names of incumbents, (5) programs and services of the organization, (6) publications issued, (7) information on annual conferences, and (8) place and date of origin of the organization. Among the organizations listed are the American Association of School Administrators, the National Governor's Conference, and U.S. Conference of Mayors. Related directories are available as VT 015 586 and VT 015 590 in this issue. (Author/JS)

ED 063 496 VT 015 588

Summary of State Policy Regulations for Public Sector Labor Relations: Statutes, Attorney Generals' Opinions and Selected Court Decisions.

Labor Management Services Administration (DOL), Washington, D.C. Div. of Public Employee Labor Relations.

Pub Date Mar 72

Note—76p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (L1.2:ST2/2, $.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Charts, Industrial Relations, *Labor Economics, *Labor Legislation, *National Surveys, Negotiation Impasses, Opinions, *State Laws

Identifiers—*Public Administration

This chart represents a state-by-state compilation of the numerous statutes, executive orders, attorney general opinions, and court decisions which govern state and local government labor relations. Where available, information on each authority includes: (1) administrative body, (2) bargaining rights, (3) recognition rights and procedure, (4) unit determination, (5) rules of procedure, (6) impasse procedures, (7) strike policy, (8) management rights, (9) scope of bargaining, (10) unfair labor practice provisions, (11) grievance procedures, and (12) union security provisions. (JS)

ED 063 497 VT 015 590

A Directory of Public Employment Relations Boards and Agencies. A Guide to the Administrative Machinery for the Conduct of Public Employee-Management Relations Within the States.

Labor-Management Services Administration (DOL), Washington, D. C.

Pub Date Mar 72

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L.1.7:EM 7/2, $.55)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Agencies, *Directories, *Employer Employee Relationship, *Industrial Relations, *Organizations (Groups), State Agencies, State Legislation

Identifiers—*Public Administration

Given the diversity of existing patterns of regulations and agencies, this directory is intended to be a guide to the administrative structure and functional responsibilities of the agencies within the various states for the conduct of public sector labor relations. It is not meant to be a statutory analysis nor does it deal with the extent of activity or the impact of these agencies upon the climate of public employee-management relations within their respective jurisdictions. For each of the 27 states included in this directory, legal and Government Employee Relations Report citations for the various state laws are provided in footnotes. The publications cited generally include the rules and procedures, decision reporting systems, and annual reports for each administrative agency identified. Related directories are available as VT 015 586 and VT 015 587 in this issue. (Author/JS)

ED 063 498 VT 015 591

Current References and Information Services for Policy Decision-Making in State and Local Government Labor Relations: A Selected Bibliography.

Labor Management Services Administration (DOL), Washington, D.C. Div. of Public Employee Labor Relations.

Pub Date Nov 71

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Decision Making, *Government Employees, Guides, *Industrial Relations, Information Sources, Labor Market, Legislation, Local Government, Manpower Needs, Public Policy, *Resource Guides, State Government

Identifiers—Public Administration

Designed to document problems and issues concerning public employee labor relations, this bibliography should identify information useful in the development of equitable labor relations policies. The 550 listings are arranged into sections on: (1) Background References, Current Assessments and Policy Alternatives in Public Sector Labor Relations, (2) Governmental, Professional and Union Policy Reports on Public Employee Labor Relations, (3) Proposed "Model Laws" for Public Employee Labor Relations and Rights, (4) State, Local, and Other Experience with Public Employee Labor Relations Laws, and (5) Current Information Sources and Documentation Services Useful in Public Employee Labor Relations. (JS)

ED 063 499 VT 015 656

Emergency Victim Care. A Textbook for Emergency Medical Personnel.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service.

Pub Date 71

Note—357p.

Available from—Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 ($4.25)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Adult Education, Bibliographies, Career Education, Drug Abuse, *Emergency Squad Personnel, Equipment, First Aid, Glossaries, *Health Occupations Education, Instructional Materials, Manuals, Medical Education, Paramedical Occupations, Rescue, Safety Education, *Study Guides, *Textbooks, Trade and Industrial Education

This textbook for emergency medical personnel should be useful to fire departments, private ambulance companies, industrial emergency and rescue units, police departments, and nurses. The 30 illustrated chapters cover topics such as: (1) Emergency Medical Service Vehicles, (2) Safe Driving Practices, (3) Anatomy and Physiology, (4) Closed Chest Heart Compression and Resuscitation, (5) Bleeding Control, (6) Drug Abuse, (7) Burns and Environmental Injuries, (8) Childbirth, (9) Radiation Accidents, and (10) Post Mortem Conference-Action Evaluation. Also included are data on cardiac monitoring and telemetry, a glossary, and a bibliography. A separate text to be used in presenting the skills of

rescue is presently being developed. This document was developed by a state consultant with assistance from a medical advisory and review committee, and is a revision of ED 016 836. (JS)

ED 063 500 VT 015 657
Crowley, Anne E. And Others
A Longitudinal Study of the Career Development of Health Professionals.
Spons Agency—American Educational Research Association, Washington, D.C.
Pub Date 6 Apr 72
Note—46p.; Presentations at the American Educational Research Association (Chicago, Illinois, April 6, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, Career Education, Dentists, *Health Occupations Education, *Individual Characteristics, *Longitudinal Studies, Manpower Development, Occupational Aspiration, Pharmacists, Physicians, *Professional Personnel, Speeches, *Vocational Development
Because the demand for health services exceeds the supply, information concerning the aspirations, interests, and motivating factors which lead individuals to choose a health career and the obstacles in the path of health career development are of vital concern to counselors and guidance personnel. This paper reports the findings of three studies which utilized data from the Project Talent Data Bank to identify similarities and differences in personal traits of dentists, pharmacists, and physicians. Specifically, the focus of the dentistry study was on the process of career development with attention to the stability of career choice, while the pharmacy study was concerned with time of career choice. The physician study considered the modifying effect that family-community environment and high school have upon final career choice. Findings, presented separately for each study, suggest certain considerations for career counselors and for admissions personnel. The first is the individual's self assessment and perceptions of occupations open to him. The second is the selection of applicants by professional schools. (JS)

ED 063 501 VT 015 685
Annual, 1970-71.
Ministry of Education and Culture, Jerusalem (Israel).
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annual Reports, Educational Facilities, Educational Needs, Educational Objectives, *Foreign Countries, Professional Education, *Program Descriptions, Program Development, Tables (Data), *Technical Education, *Technical Institutes
Identifiers—Israel, National Institute for Technical Training
Included in this annual report is a description of the educational program offered at the National Institute of Technical Training in Israel. Specifically, the report lists: (1) the various subjects taught at the Institute, (2) courses of study, (3) entrance requirements, (4) student privileges, (5) obligations and loans, and (6) future projects. The appendix tabulates data on student enrollment by schools, classes, and choice of study. (JS)

ED 063 502 VT 015 687
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 3.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—16,257p.
EDRS Price MF-$51.26 HC Not Available from EDRS.
Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education
Documents announced with VT numbers only in Volume 5, Number 3 (VT 015 688) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 063 503 VT 015 710
Allen, Thomas R., Jr.
Cooperative Vocational Education Coordinator's Handbook. Volume II, Operation and Administration.
Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.
Pub Date 72
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Advisory Committees, Check Lists, *Cooperative Education, Legislation, *Program Administration, *Program Coordination, *Program Evaluation, *Program Guides, Program Planning, Research Needs, Secondary Education, Youth Clubs
Identifiers—Beginning Competence
Developed as the second part of a 2-volume program guide, this document should be of particular interest to coordinators and administrators of cooperative vocational education programs on both the secondary and post secondary levels. Major sections of guide are: (1) Planning Activities for Cooperative Vocational Education Programs, (2) Advisory Committee, (3) Youth Organizations, (4) Existing Vocational Youth Organizations, (5) Adult Education, (6) Federal and State Laws, and (7) Providing for Research in Cooperative Vocational Education. Checklists for the evaluation of cooperative programs and related sections of the West Virginia state plan are also included. Volume I of this program guide is available as VT 015 711. (JS)

ED 063 504 VT 015 711
Allen, Thomas R., Jr.
Cooperative Vocational Education Coordinator's Handbook. Volume I.
Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.
Pub Date 72
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cooperative Education, Educational Objectives, Educational Philosophy, *Instructor Coordinators, Occupational Guidance, Post Secondary Education, *Program Coordination, *Program Guides, *Program Planning, Public Relations, Secondary Education, Teacher Role, Teaching Methods
Identifiers—Beginning Competence
Developed as the first part of a 2-volume program guide, this document should be useful to planners of cooperative vocational education programs in both the secondary and post-secondary education levels. Discussed in the program guide are: (1) the philosophy and objectives of cooperative vocational education, (2) the role of the teacher-coordinator, (3) teaching requirements, (4) the functions of guidance, (5) coordination activities, and (6) public relations techniques. Samples of materials dealing with student's application and placement, interest questionnaire, weekly production report, and instructor's community survey, training plan, and coordination record are included. Volume II of this program guide is available as VT 015 710. (JS)

ED 063 505 08 VT 015 712
Business and Office Education--Instructional Materials.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—Bib-Ser-9
Bureau No—BR-7-0158
Pub Date 72
Grant—OEG-3-7-000158-2037
Note—127p.; Compilation of Abstracts from Abstracts of Instructional Materials in Vocational and Technical Education, 1967-1971
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, Adult Education, *Business Education, Career Education, *Indexes (Locaters), *Instructional Materials, Office Occupations Education, *Resource Guides, Secondary Grades
This compilation presents over 200 resumes of instructional materials in business and office education, which have appeared quarterly in "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM), Fall 1967 through Fall 1971. Resumes cover a broad range of fields and occupations such as accounting, bookkeeping, business administration, office management, recordkeeping, and stenography. The resumes are arranged in ascending order according to an accession number and include the following information: (1) author(s), (2) title, (3) institutional source, (4) sponsoring agency, (5) grant, contract, and program area numbers, (6) report and bureau numbers, (7) sources of availability, (8) descriptors and identifiers which characterize the contents of the document, and (9) an abstract of the document. Author, subject, and conversion of document number indexes are included to help locate the abstracts by page number and accession number. The full texts of documents are available from the original sources or from ERIC Document Reproduction Service (EDRS) as microfiche or xerox reproductions. A sample resume and ordering information for AIM and EDRS reproduction are provided in an introductory section. (SB)

ED 063 506 08 VT 015 713
A Comprehensive Research Guide to Aid the Development of New Careers Programs in Human Service. Volumes I-IV.
New York Univ., N.Y. Graduate School of Social Work.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0729
Grant—OEG-0-9-420729-2446
Note—277p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Career Education, Educational Research, *Guides, *Human Services, Job Development, Manpower Development, *Program Development, Program Effectiveness, Program Evaluation, Program Planning, Research Methodology, *Research Needs, Subprofessionals, Vocational Education
Identifiers—*New Careers
This 4-volume research guide to New Careers programs, which was derived from personal interviews with approximately 100 respondents in individual and group sessions, is intended to serve a variety of uses, such as: (1) to encourage program planners and operators to utilize research as a means of contributing to problem solving, and (2) to stimulate and assist those researching various aspects of New Careers programs. The contents, which reflect many of the major suggestions and needs expressed by those who are involved in some aspect of New Careers programs, are organized in the following volumes: (1) Assessing the Impact of the New Careers Program, which proposes research studies that deal with considerations necessary for launching a New Careers program, (2) The Design and Operation of New Careers Programs, which proposes research studies that deal with ongoing operational problems of New Careers programs, (3) Assessing the Impact of the New Careers Program, which proposes research studies to assess the success of the total program rather than the effectiveness of individual components, and (4) Implications of the New Careers Program for the Field of Education, which cites areas where research efforts may be applied to planning and operation activities of New Careers educational projects to suit the needs of those served. (SB)

ED 063 507 VT 015 716
Canada--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Jun 67
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education

Identifiers—Canada
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Denmark, Spain, France, Netherlands, Switzerland, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 717-VT 015 725 respectively. (JS)

ED 063 508 VT 015 717
Denmark--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Mar 67
Note—88p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organization for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Spain, France, Netherlands, Switzerland, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716, VT 015 718-VT 015 725 respectively. (JS)

ED 063 509 VT 015 718
Spain--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Jun 67
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—Spain
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, France, Netherlands, Switzerland, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716, VT 015 717, VT 015 719-VT 015 725 respectively. (JS)

ED 063 510 VT 015 719
France--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Pub Date Mar 67
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—France
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, Netherlands, Switzerland, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716-VT 015 718, VT 015 720-VT 015 725 respectively.(JS)

ED 063 511 VT 015 720
Netherlands--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Aug 67
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—Netherlands
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Switzerland, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716-VT 015 719, VT 015 721-VT 015 725 respectively. (JS)

ED 063 512 VT 015 721
Switzerland--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date May 68
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—Switzerland
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Netherlands, Yugoslavia, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716-VT 015 720, VT 015 722-VT 015 725 respectively. (JS)

ED 063 513 VT 015 722
Yugoslavia--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Oct 67
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—Yugoslavia
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Netherlands, Switzerland, United Kingdom, Portugal, and Italy, are available in this issue as VT 015 716-VT 015 721 and VT 015 723-VT 015 725 respectively. (JS)

ED 063 514 VT 015 723
United Kingdom--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Pub Date Jul 66
Note—167p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—United Kingdom
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Netherlands, Switzerland, Yugoslavia, Portugal, and Italy, are available in this issue as VT 015 716-VT 015 722, and VT 015 724-VT 015 725 respectively. (JS)

ED 063 515 VT 015 724
Portugal--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education
Identifiers—Portugal
To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Nether-

lands, Switzerland, Yugoslavia, United Kingdom, and Italy, are available in this issue as VT 015 716-VT 015 723 and VT 015 725 respectively. (JS)

ED 063 516 VT 015 725

Italy--The Education, Training and Functions of Technicians. Scientific and Technical Personnel.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 29 Sep 70

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Articulation (Program), Economic Development, *Foreign Countries, Job Analysis, *Job Training, Manpower Development, *Manpower Utilization, *National Surveys, Tables (Data), Teacher Education, *Technical Education, Vocational Education

Identifiers—Italy

To identify problems regarding economic development, the Committee for Scientific and Technical Personnel conducted an educational and occupational survey of each member country of the Organisation for Economic Cooperation and Development (OECD). The specific purpose of the surveys was to gather comparative data on the training and utilization of technicians in each member country. Major sections of each survey are: (1) The Structure of the Educational System, (2) Training of Technicians and Other Technical Manpower, and (3) Functions of Technicians. Related surveys for each of the following countries, Canada, Denmark, Spain, France, Netherlands, Switzerland, Yugoslavia, United Kingdom, and Portugal, are available in this issue as VT 015 716-VT 015 724 respectively. (JS)

ED 063 517 VT 015 983

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—9244p.

EDRS Price MF-$29.26 HC Not Available from EDRS.

Descriptors—Clearinghouses, *Educational Research, *Indexes (Locaters), Information Dissemination, Information Retrieval, Information Storage, Resource Materials, *Technical Education, *Vocational Education

Identifiers—*Microfiche Documentation

Documents announced with VT numbers only in the Volume 5 Number 3 issue (VT 015 982) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ——— ED 013 371

Abstracts
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 2.
ED 063 480
Abstracts of the Standard Edition of the Complete Psychological Works of Sigmund Freud.
ED 062 645
Business and Office Education--Instructional Materials.
ED 063 505
Co-operative Educational Abstracting Service (CEAS). [Abstract Series No. 4, 1971, Abstracts 69-102.]
ED 062 583
Home Economics Education--Instructional Materials.
ED 063 487
Investigations in Mathematics Education, Volume 5 Number 2.
ED 063 161
The Journal Supplement Abstract Service: A New Concept in Psychology Communication.
ED 062 770
Self-Concept Development: An Abstract Bibliography.
ED 063 015

Academic Achievement
Accountability at the Local Level.
ED 062 701
Achievement Motivation and Self-Attribution Related to School Achievement. Research Projects in Early Childhood Learning.
ED 063 040
Achievement Motivation Development Project. Final Report.
ED 062 585
[An Analysis of El Camino College Students According to Their Majors, Perceptions of Academic Relevancy, and Unit and Grade Point Characteristics.]
ED 062 983
Changes in Academic Roles of Black and White Compensatory Education Students and Its Effects on Self-Concept-of-Academic-Ability.
ED 063 219
Curriculum Assignment and Tracking Policies in Forty-Eight Urban Public High Schools. Final Report.
ED 063 451
Emerging Education Policy Issues in Law: Fraud.
ED 062 910
National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community. National Assessment Report 6.
ED 063 196
The Relationship Between Motivational Patterns and Academic Achievement in Minority Group Children. Final Report.
ED 063 443
Students, Teachers, and Educational Expectations: Reciprocol Effects at Three Points in Time.
ED 063 250
A Study of the Relationship of Global Self-Concept, Academic Self-Concept, and Academic Achievement Among Anglo and Mexican-American Sixth Grade Students.
ED 063 053
Varieties of Academic Performance.
ED 062 944

Academic Failure
Effect of Early School Failure Experiences on Self-Image Development and Implications for School Counselors.
ED 062 669

Academic Performance
Ability, Performance, Attitudes and Process Education. An Exploratory Investigation of the Relationships that Exist Between Ability, Performance, and Attitudes of Fifth and Sixth Grade Children During Use of Curricula Identified as Process-Oriented. Final Report.
ED 062 723

Accident Prevention
Feasibility of Olfactory Coding of Nozious Substances to Assure Aversive Responses in Young Children. Final Report.
ED 063 025

Accounting
Case Studies of Auditing in a Computer-Based Systems Environment.
ED 062 807

Acculturation
Assessing Cultural Change in North-Central New Mexico.
ED 063 070
Communication and Assimilation of Polish Immigrants in British Columbia: An Exploration in Culture Learning.
ED 062 768

Achievement
The Cognitive Determinants of Achieving Behavior.
ED 062 643

Achievement Need
Need Affiliation and Achievement: Declining Sex Differences.
ED 062 670

Achievement Tests
Curriculum Assignment and Tracking Policies in Forty-Eight Urban Public High Schools. Final Report.
ED 063 451

Acoustical Environment
Rating System for Evaluating the Acoustical Environment of Existing School Facilities.
ED 062 692

Acting
Children's Theatre: Drama, English.
ED 063 293

Action Programs (Community)
National Clearinghouse for Drug Abuse Information Report Series, Series 22, No. 1. Community Action Programs.
ED 063 174
Voluntary Action Center Guidelines.
ED 062 625

Activism
Differences in Perceived Institutional Functioning and Responsiveness to Change as Related to Faculty Types in Selected Four-Year Colleges.
ED 062 934
Social Studies: Dissent and Change in America.
ED 063 202
The Two Year College Student: Unrest--Why and What to Do.
ED 062 976

Activity Learning
A City-Wide Language Experience Approach to Reading.
ED 063 095

Administrative Agencies
A Directory of Public Employment Relations Boards and Agencies. A Guide to the Administrative Machinery for the Conduct of Public Employee-Management Relations Within the States.
ED 063 497

Administrative Change
Difficulties Encountered and the Degree of Success Achieved in Implementing the Decrees of the Twenty-Third Congress of the Communist Party, U. S. S. R. Relating to the "Conditions and Measures for Further Improving the Work of the Secondary Compulsory Educational School." Final Report.
ED 062 730

Administrative Organization
Child Development: Day Care. Administration, Number 7.
ED 063 017

A Model for "Comprehensive, Strategic, Organizational Planning as a Means of Increasing Organizational Effectiveness."
ED 062 713
Reorganizing for the Second Decade: Department of Community Colleges of the State Board of Education of North Carolina.
ED 062 969

Administrative Personnel
Analysis of the Role and Function of the Department Chairman in Supervising Beginning English Teachers.
ED 063 297
Management Concepts and Higher Education Administration.
ED 062 967
Manager, Retail Food (ret. tr.) 0-72.21--Technical Report on Standardization of the General Aptitude Test Battery.
ED 063 410
Principals: Who's Evaluating Them, Why, and How?
ED 062 693

Administrative Policy
Additional Material Related to Child Care Legislation.
ED 063 046
A Legal Analysis of the Underground Press.
ED 062 694

Administrative Principles
Libraries in Colleges of Advanced Education; A Brief Guide to their Administration and Function for the Use of Colleges and Institutes Affiliated with the Victoria Institute of Colleges.
ED 062 993
Management of the Educational Enterprise. Report of the 1971 Institute for Chief State School Officers (San Diego, California, July 29-August 6, 1971).
ED 062 720

Administrative Problems
What's Happening With Title I? Public Education Association, Education Information Service, Volume 2, Number 8 Special.
ED 063 441

Administrator Attitudes
Administrators' and Teachers' Reactions to Educational Innovations. An I/D/E/A Report.
ED 062 722
The Ohio Survey of High School English Programs.
ED 063 303
Opinions of School Administrators Concerning Selected Aspects of the Program of Vocational Agriculture in Nebraska.
ED 063 481
A Study of Teacher Employment Practices in Iowa, Kansas, Missouri and Nebraska.
ED 063 264
Vocational Training and Industrial Needs: Report on a Pilot Study in the Metal Work Industry.
ED 063 491

Administrator Evaluation
Principals: Who's Evaluating Them, Why, and How?
ED 062 693

Administrator Guides
Library Technical Assistant: A Suggested Two-Year Post-High School Curriculum.
ED 063 460
A Resource Requirements Prediction Model (RRPM-1): An Introduction to the Model.
ED 062 949
A Resource Requirements Prediction Model (RRPM-1): Guide for the Project Manager.
ED 062 950
A Resource Requirements Prediction Model (RRPM-1): Report on the Pilot Studies.
ED 062 951
A Resource Requirements Prediction Model (RRPM-1): Input Specifications.
ED 062 952

Administrator Qualifications
Can Women Function as Successfully as Men in the Role of Elementary Principal? Research Reports in Educational Administration, Vol. II, No. 4.
ED 062 679
A Guideline of Procedures for Selecting a Community College President. Final Report.
ED 062 964

Administrator Role
Accountability Through Performance Objectives: Opportunities for Proactive Behavior.
ED 062 695
Administrator's Guidebook. An Annotative Bibliographic Guide for Contemporary Problems in Educational Administration.
ED 062 704
Management Concepts and Higher Education Administration.
ED 062 967
The New Assistant Principal--Key Person on the Principal's Team.
ED 062 717
Playing the Role of the Principal: Patterns of Administrative Response.
ED 062 714
Principal's Role in Collective Negotiation. Educational Management Review Series Number 5.
ED 062 688

Administrator Selection
Development of Selection Criteria for Elementary School Principals of Inner City Schools. Final Report.
ED 062 732
A Guideline of Procedures for Selecting a Community College President. Final Report.
ED 062 964

Admission Criteria
Guidelines for the Selection of Students in Programs of Teacher Education.
ED 063 247

Adolescents
Exploration of Adolescent Language.
ED 062 637

Adult Basic Education
Educating the Employed Disadvantaged for Upgrading. A Report on Remedial Education Programs in the Paper Industry.
ED 062 619
Evaluating Basic Education Programs for Adults: Some Conceptual and Methodological Problems.
ED 062 601
Project DAWN, 1970; A Report of Project DAWN and Its Four Follow-Up Meetings.
ED 062 586
Southeastern Region Adult Basic Education Staff Development Project. First Year Report, 1969-1970.
ED 062 624

Adult Education
Adult Education and the Employability Training Philosophy.
ED 062 621
Adult Education in British Columbia.
ED 062 599
The Application of Formative and Summative Evaluation Techniques to Short Term Adult Education Courses.
ED 062 608
Comprehensive Adult Learning and Counseling Center.
ED 062 589
External Study for Post-Secondary Students. A Brief Annotated Bibliography of Recent Publications.
ED 062 598
Global Decisions in U. S. Education: The Community.
ED 062 615
Higher Adult Education in North America.
ED 062 595
Message from the President of the United States Transmitting the Fourth Annual Report of the National Advisory Council on Extension and Continuing Education. Higher Education Act.
ED 062 631
Motivational Determinants for Adult Learning.
ED 062 602
New Developments in Continuing Education for the Professions.
ED 062 603
New Life Styles for Continuing Education.
ED 062 630
A One-Year Follow-Up Study of the Forty-One Graduates Class of 1971 of the Jackson County Adult Evening High School Completion Program.
ED 062 620
Personal and Family Survival. Civil Defense Adult Education Course Student Manual.
ED 062 591
Personal and Family Survival. Civil Defense Adult Education; Teacher's Manual.
ED 062 592
A Question of Stewardship. A Study of the Federal Role in Higher Continuing Education.
ED 062 604
Simulation in Adult Education.
ED 062 596
Support Assistants for Fire Emergencies; Student Manual, Part A. Firefighting for Civil Defense Emergencies.
ED 062 593

Adult Education Programs
Community Planning for Adult Training, Education and Employment. Summary Report.
ED 062 627
Education and Training Programs Administered by V.A. Hearings before the Subcommittee on Education and Training of the Committee on Veterans' Affairs. House of Representatives, 92nd Congress, First-Session.
ED 062 632
The Measurement of Educational Values of Adults: A Cross-National Approach.
ED 062 607
A Response to the Draft Report of the Commission on Post-Secondary Education in Ontario from the Department of Adult Education.
ED 062 629
Techniques for Analyzing Change in Literacy Rates and in the Number of Illiterates.
ED 062 623

Adult Educators
Position Paper.
ED 062 597

Adult Learning
The Development of an Instrument to Differentiate Students' Perceptions of Teachers' Bases of Power.
ED 062 633

Adults
Experiments with an ESOL Reading Laboratory.
ED 062 848
A Study of Cigarett Smoking Among Adults.
ED 062 644

Adult Vocational Education
The Total Impact of Manpower Programs: A Four-City Case Study. Volume II--Final Report.
ED 063 454

Aerospace Education
How to Study the Earth From Space.
ED 063 111
International Directory of Facilities for Education and Training in Basic Subjects Related to the Peaceful Uses of Outer Space.
ED 063 108

Aerospace Industry
AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume 1, Final Report.
ED 063 483
AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume II, An Analytic Report on Some Effects of Twenty-Two Workshops.
ED 063 484
AIAA Employment Workshops (September 1, 1970-December 31, 1971). Volume III, Workshop Handbook.
ED 063 485

Affective Behavior
Seeing With Feeling; Film in the Classroom.
ED 062 762
Seven Major Foci of Affective Experiences: A Typology for Educational Design, Planning, Analysis, and Research.
ED 063 215

Affective Objectives
Seven Major Foci of Affective Experiences: A Typology for Educational Design, Planning, Analysis, and Research.
ED 063 215

Affective Tests
Assessing Attitudes toward Reading.
ED 063 077

Affiliation Need
Need Affiliation and Achievement: Declining Sex Differences.

ED 062 670

African American Studies
The Development of a Black Curriculum for Young Children. Final Report.
ED 063 031
[Teaching About Kenya in the Elementary School.]
ED 063 234

African Culture
[Teaching About Kenya in the Elementary School.]
ED 063 234

African Literature
Elective: African Literature.
ED 063 321

Age Differences
Children's Inductive Reasoning Performance on Picture Stimuli.
ED 063 018
The Development of Cooperation and Competition in Children from Ages Five to Ten Years Old: Effects of Sex, Situational Determinants, and Prior Experiences.
ED 063 039
An Investigation of the Effect of Maturation on Imitative Ability in Second Language Learning: A Psycho-Linguistic Study. An Investigation of Elementary School Students' Ability to Imitate Selected Sound Features of German.
ED 062 901
Methodological Variables in the Study of Field Dependent Behavior of Young Children.
ED 063 328
Spatial Organization of Young Children.
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Agency Role
Information, Education, Communication in Population.
ED 063 134
Soil and Water Conservation for a Better America. A Framework Plan.
ED 063 160

Aggression
Television and Aggression.
ED 062 791

Agribusiness
Transitions in Agricultural Education: Focusing on Agribusiness and Natural Resources Occupations.
ED 063 490

Agricultural Education
Education and Rural Development with Reference to Developing Countries.
ED 063 064
The New FFA--Relevant, Flexible.
ED 063 488
Transitions in Agricultural Education: Focusing on Agribusiness and Natural Resources Occupations.
ED 063 490

Agricultural Research Projects
A Mass Media Profile of Agricultural Scientists at Texas A&M University.
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Good and Inexpensive Books for Children.
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List of Acquisitions (No. 26, Books and Monographs; No. 7, Papers and Reprints; No. 7, Area Files, Scanning Sheet).
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Scottish Schools Science Equipment Research Centre.
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Salary Schedules and Salaries Paid Community College Instructors in California for the Year 1971-72.
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Counselor, Camp (profess. & kin.) 159.228--Technical Report on Development of USES Aptitude Test Battery.
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AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through September 1972 issues of *Research in Education (RIE):*

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

Career Development
USE VOCATIONAL DEVELOPMENT

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose
UF Critical Scores

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon
UF Lunar Exploration

MEXICANS 380
SN Citizens of Mexico

Military Policy
USE FOREIGN POLICY

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences

OPEN EDUCATION 140
UF Open Schools

PEACE 480
UF International Peace
World Peace

PERFORMANCE BASED TEACHER EDUCATION 140
SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do
UF Competency Based Teacher Education

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

PLANNING (FACILITIES) 020
UF Facilities Planning

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PROPERTY TAXES 230
UF Ad Valorem Tax

PUPPETRY 030
UF Puppets
Puppet Shows

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

UPPER DIVISION COLLEGES 470
SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480
UF Civil War
Conventional Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids
UF Litter
Refuse

Special Notices

RESEARCH IN EDUCATION—REPORT RÉSUMÉS
November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of Research in Education beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

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Foreword by Dr. Frederick Goodman of the University of Michigan, entitled "The Role and Function of a Thesaurus in Education." This Foreword brings to professional educators the insights of one of the leading experts in the field of vocabulary development and communication.

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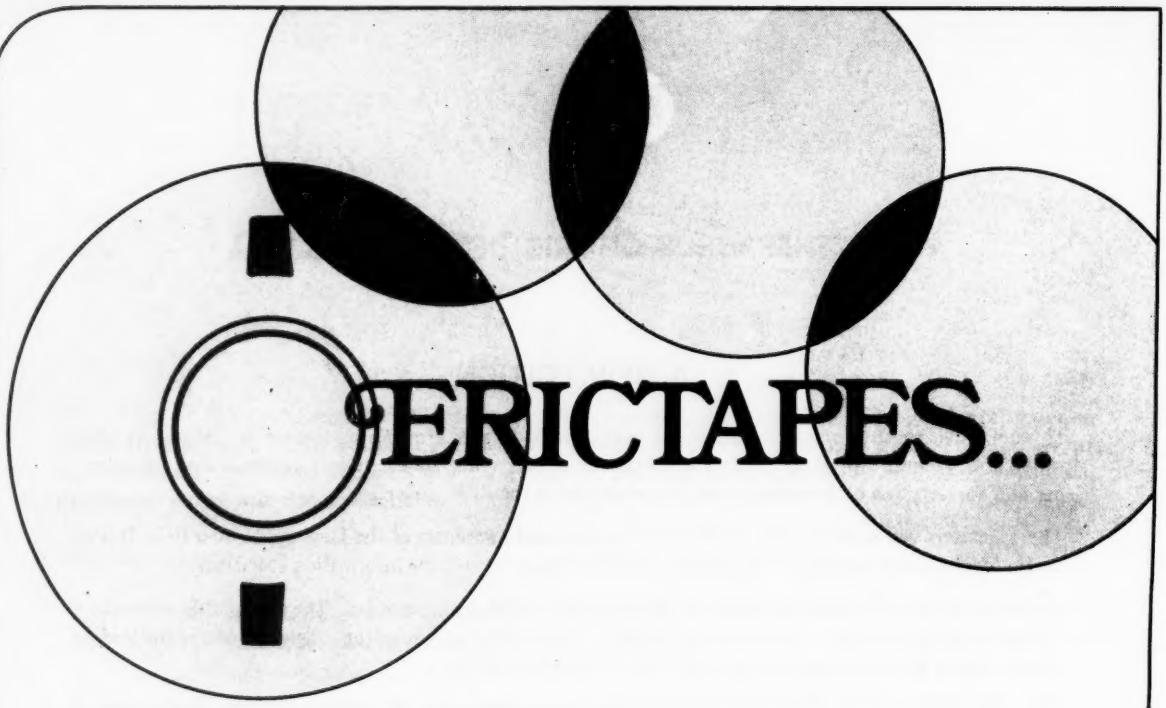

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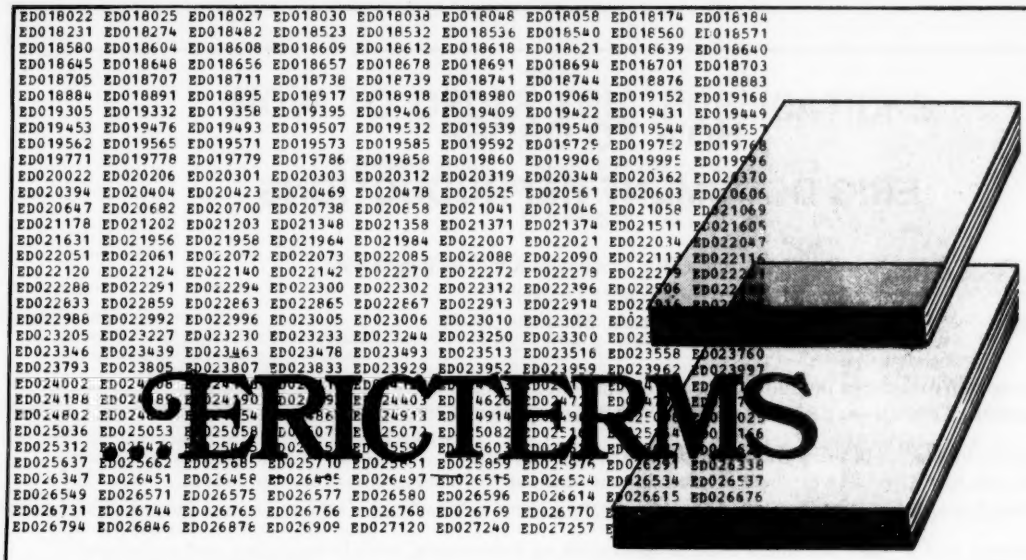

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